Course of Study

Department of Health/Physical Education

Grades K-6

2012

Board Approved: September 24, 2012
This curriculum represents the collaborative efforts of educators from the Eatontown Public Schools. A special thanks to all those responsible for the development of this guide. We thank them for their many hours of hard work, dedication and enthusiasm.
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EATONTOWN’S VISION OF CURRICULUM EXCELLENCE

We, the educators of the Eatontown Public School System, hold forth this vision of the curriculum of excellence we desire for all our students. We have a dream of a curriculum that is . . .

Designed to develop a community of lifelong learners where children have healthy self-esteem, respect and compassion for others, essential and technological knowledge, and the creative problem-solving skills needed to meet the challenges of successful citizenship in an ever-changing multi-cultural global society.
I) STATEMENT OF PHILOSOPHY

The Eatontown School System has developed a comprehensive Health and Physical Education curriculum committed to the belief that all students can and must learn enough health and physical education to meet the requirements of the New Jersey Core Curriculum Content Standards in grades K-8. The curriculum supports wellness whether it is in a physical activity or within the classroom. The purpose of the Health/Physical Education Curriculum is to encourage young people to build healthy lifestyles for today and the future. In order to accomplish this goal, our program utilizes an interdisciplinary approach which focuses on the following major components: physical education and health including family life, substance abuse, and character education.

We believe that students need to be exposed to and taught a wide variety of skills and activities with the goal of becoming physically educated while developing a life-long commitment to wellness. This is a continuing process of sequential development of skills, attitudes and behaviors. Grade appropriate technology skills also need to be infused in physical education and health activities to prepare learners to be productive citizens in the world workplace.

As health/physical educators we recognize the need to generate awareness, concern, and a desire within our students to maintain good personal health and safety habits. The curriculum focuses on developing an understanding of the following interpersonal relationships: physical, mental, emotional, and social. We believe students need to develop into self-respecting citizens, who have a better understanding of themselves, and whose self-images will enable them to achieve active lifestyles while assuming positive roles in society.
II) CONTENT STANDARDS

Health literacy is an integral component of 21st century education. Healthy students are learners who are “knowledgeable and productive, [and] also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a lifelong commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective:

**Mission:** Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

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

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

**Intent and Spirit of the Comprehensive Health and Physical Education Standards**

All students participate in a comprehensive, sequential, health and physical education program that emphasizes the natural interdisciplinary connection between wellness and health and physical education. The standards provide a blueprint for curriculum development, instruction, and assessment that reflects the latest research-based platform for effective health and physical education programs. The primary focus of the standards is on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community. The 2009 revised
standards incorporate 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.

**Revised Standards**

The Comprehensive Health and Physical Education Standards provide the foundation for creating local curricula and meaningful assessments. Revisions to the standards include cumulative progress indicators that reflect:

- Recently enacted legislation outlined in the section below
- An emphasis on health literacy, a 21st century theme
- Global perspectives about health and wellness through comparative analysis of health-related issues, attitudes, and behaviors in other countries
- Inclusion of additional skills related to traffic safety, fire safety, and accident and poison prevention
- Increased awareness of and sensitivity to the challenges related to individuals with disabilities

The 2009 standards 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 2004 – 2008:


**Resources**


**Hyperlinks:**

**Health Literacy** includes:

- Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that are health enhancing.

- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction.

- Using available information to make appropriate health-related decisions.

- Establishing and monitoring personal and family health goals.

(Partnership for 21st Century Skills, 2005)

**New Jersey Legislative Statutes Summary**

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.


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.

• **Cancer Awareness (N.J.S.A. 18A:40-33)** requires the development of a school program on cancer awareness.

The Commissioner of Education, in consultation with the State school boards, shall develop a cancer awareness program appropriate for school-aged children.


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.

• **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.

• Health, Safety, and Physical Education (N.J.S.A.18A:35) requires that all students in grades 1 through 12 participate in at least two and one-half hours of health, safety, and physical education in each school week. Every pupil, except kindergarten pupils, attending the public schools, insofar as he or she 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. 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.


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.


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 insure 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: o 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.

  o 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). The Commissioner of Education, through the non-public school liaison in the Department of Education, shall make any related instructional materials available to private schools educating students in grades 9 through 12, or any combination thereof. Such schools are encouraged to use the instructional materials at the school; however, nothing in this subsection shall be construed to require such schools to use the materials.

**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
2009 New Jersey Core Curriculum Content Standards - Comprehensive Health and Physical Education

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Comprehensive Health and Physical Education</th>
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</thead>
<tbody>
<tr>
<td>Standard</td>
<td>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</td>
</tr>
<tr>
<td>Strand</td>
<td>A. Personal Growth and Development</td>
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</tbody>
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<table>
<thead>
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<th>By the end of grade</th>
<th>Content Statement</th>
<th>CPI#</th>
<th>Cumulative Progress Indicator (CPI)</th>
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</thead>
<tbody>
<tr>
<td>P</td>
<td>Developing self-help skills and personal hygiene skills promotes healthy habits.</td>
<td>2.1.P.A.1</td>
<td>Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).</td>
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<td></td>
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<td>2.1.P.A.2</td>
<td>Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).</td>
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<tr>
<td>2</td>
<td>Health-enhancing behaviors contribute to wellness.</td>
<td>2.1.2.A.1</td>
<td>Explain what being “well” means and identify self-care practices that support wellness.</td>
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<td>2.1.2.A.2</td>
<td>Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</td>
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<td>4</td>
<td>The dimensions of wellness are interrelated and impact overall personal well-being.</td>
<td>2.1.4.A.1</td>
<td>Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.</td>
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<td>2.1.4.A.2</td>
<td>Determine the relationship of personal health practices and behaviors on an individual’s body systems.</td>
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<tr>
<td>6</td>
<td>Staying healthy is a lifelong process that includes all dimensions.</td>
<td>2.1.6.A.1</td>
<td>Explain how health data can be used to assess and improve each dimension of personal wellness.</td>
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<tr>
<td>Standard</td>
<td>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</td>
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<tr>
<td>B. Nutrition</td>
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<tr>
<td>P</td>
<td>Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits.</td>
<td>2.1.P.B.1</td>
<td>Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).</td>
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<td></td>
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<td>2.1.P.B.2</td>
<td>Develop awareness of nutritious food</td>
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<td>choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).</td>
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<td>2</td>
<td>Choosing a balanced variety of nutritious foods contributes to wellness.</td>
<td>2.1.2.B.1 Explain why some foods are healthier to eat than others.</td>
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<td>2.1.2.B.2 Explain how foods in the food pyramid differ in nutritional content and value.</td>
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<td>2.1.2.B.3 Summarize information about food found on product labels.</td>
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<td>4</td>
<td>Choosing a balanced variety of nutritious foods contributes to wellness.</td>
<td>2.1.4.B.1 Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</td>
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<td>2.1.4.B.2 Differentiate between healthy and unhealthy eating practices.</td>
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<td>2.1.4.B.3 Create a healthy meal based on nutritional content, value, calories, and cost.</td>
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<td>2.1.4.B.4 Interpret food product labels based on nutritional content.</td>
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<td>6</td>
<td>Eating patterns are influenced by a variety of factors.</td>
<td>2.1.6.B.1 Determine factors that influence food choices and eating patterns.</td>
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<td>2.1.6.B.2 Summarize the benefits and risks associated with nutritional choices, based on eating patterns.</td>
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<td>2.1.6.B.3 Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.</td>
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<td>2.1.6.B.4 Compare and contrast nutritional information on similar food products in order to make informed choices.</td>
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<td>8</td>
<td>Eating patterns are influenced by a variety of factors.</td>
<td>2.1.8.B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.</td>
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<td>2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.</td>
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<td>2.1.8.B.3 Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.</td>
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<td>2.1.8.B.4 Analyze the nutritional values of new products and supplements.</td>
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<tr>
<td>12</td>
<td>Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.</td>
<td>2.1.12.B.1</td>
<td>Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.</td>
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<td>2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.</td>
<td>2.1.12.B.3</td>
<td>Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one’s health.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Content Area</th>
<th>Comprehensive Health and Physical Education</th>
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<tr>
<td>Standard</td>
<td>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</td>
</tr>
<tr>
<td>Strand</td>
<td>C. Diseases and Health Conditions</td>
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</tbody>
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<table>
<thead>
<tr>
<th>By the end of grade</th>
<th>Content Statement</th>
<th>CPI#</th>
<th>Cumulative Progress Indicator (CPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>Developing self-help skills and personal hygiene skills promotes healthy habits.</td>
<td>2.1.P.C.1</td>
<td>Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).</td>
</tr>
<tr>
<td>2</td>
<td>Knowledge about diseases and disease prevention promotes health-enhancing behaviors.</td>
<td>2.1.2.C.1</td>
<td>Summarize symptoms of common diseases and health conditions.</td>
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<td>2.1.2.C.2</td>
<td>Summarize strategies to prevent the spread of common diseases and health conditions.</td>
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<td>2.1.2.C.3</td>
<td>Determine how personal feelings can affect one’s wellness.</td>
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<tr>
<td>4</td>
<td>The use of disease prevention strategies in home, school, and community promotes personal health.</td>
<td>2.1.4.C.1</td>
<td>Explain how most diseases and health conditions are preventable.</td>
</tr>
<tr>
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<td>2.1.4.C.2</td>
<td>Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.</td>
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<td>2.1.4.C.3</td>
<td>Explain how mental health impacts one’s wellness.</td>
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<tr>
<td>6</td>
<td>The early detection and treatment of diseases and health conditions impact one’s health.</td>
<td>2.1.6.C.1</td>
<td>Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.</td>
</tr>
<tr>
<td>2.1.6.C.2</td>
<td>Determine the impact of public health strategies in preventing diseases and health conditions.</td>
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<tr>
<td>2.1.6.C.3</td>
<td>Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.</td>
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<tr>
<td>8</td>
<td>The prevention and control of diseases and health conditions are affected by many factors.</td>
<td>2.1.8.C.1</td>
<td>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.</td>
</tr>
<tr>
<td>2.1.8.C.2</td>
<td>Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.</td>
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<tr>
<td>2.1.8.C.3</td>
<td>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 well-being.</td>
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<tr>
<td>12</td>
<td>Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.</td>
<td>2.1.12.C.1</td>
<td>Predict diseases and health conditions that may occur during one’s lifespan and speculate on potential prevention and treatment strategies.</td>
</tr>
<tr>
<td>2.1.12.C.2</td>
<td>Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.</td>
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<tr>
<td>2.1.12.C.3</td>
<td>Determine the emotional, social, and financial impact of mental illness on the family, community, and state.</td>
<td></td>
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</tr>
<tr>
<td>2.1.12.C.4</td>
<td>Relate advances in medicine and technology to the diagnosis and treatment of mental illness.</td>
<td></td>
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<tr>
<td>By the end of grade</td>
<td>Content Statement</td>
<td>CPI#</td>
<td>Cumulative Progress Indicator (CPI)</td>
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<tr>
<td>P</td>
<td>Developing an awareness of potential hazards in the environment impacts personal health and safety.</td>
<td>2.1.P.D.1</td>
<td>Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.P.D.2</td>
<td>Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.P.D.3</td>
<td>Identify community helpers who assist in maintaining a safe environment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.P.D.4</td>
<td>Know how to dial 911 for help.</td>
</tr>
<tr>
<td>2</td>
<td>Using personal safety strategies reduces the number of injuries to self and others.</td>
<td>2.1.2.D.1</td>
<td>Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.2.D.2</td>
<td>Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.2.D.3</td>
<td>Identify procedures associated with pedestrian, bicycle, and traffic safety.</td>
</tr>
<tr>
<td>4</td>
<td>Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</td>
<td>2.1.4.D.1</td>
<td>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).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.4.D.2</td>
<td>Summarize the various forms of abuse and ways to get help.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.4.D.3</td>
<td>Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.</td>
</tr>
<tr>
<td></td>
<td>Applying first-aid procedures can minimize injury and</td>
<td>2.1.4.D.4</td>
<td>Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.</td>
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</tr>
<tr>
<td>6</td>
<td>Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</td>
<td>2.1.6.D.1</td>
<td>Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>2.1.6.D.2</td>
<td>Explain what to do if abuse is suspected or occurs.</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>2.1.6.D.3</td>
<td>Summarize the components of the traffic safety system and explain how people contribute to making the system effective.</td>
</tr>
<tr>
<td></td>
<td>Applying first-aid procedures can minimize injury and save lives.</td>
<td>2.1.6.D.4</td>
<td>Assess when to use basic first-aid procedures.</td>
</tr>
<tr>
<td>8</td>
<td>Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.</td>
<td>2.1.8.D.1</td>
<td>Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>2.1.8.D.2</td>
<td>Describe effective personal protection strategies used in public places and what to do when one’s safety is compromised.</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>2.1.8.D.3</td>
<td>Analyze the causes and the consequences of noncompliance with the traffic safety system.</td>
</tr>
<tr>
<td></td>
<td>Applying first-aid procedures can minimize injury and save lives.</td>
<td>2.1.8.D.4</td>
<td>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.</td>
</tr>
<tr>
<td>12</td>
<td>Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.</td>
<td>2.1.12.D.1</td>
<td>Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>2.1.12.D.2</td>
<td>Explain ways to protect against abuse and all forms of assault and what to do if assaulted.</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>2.1.12.D.3</td>
<td>Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>2.1.12.D.4</td>
<td>Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>2.1.12.D.5</td>
<td>Summarize New Jersey motor vehicle laws and regulations and determine their...</td>
</tr>
</tbody>
</table>
impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).

| Applying first-aid procedures can minimize injury and save lives. | 2.1.12.D.6 | Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies. |

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<thead>
<tr>
<th>Content Area</th>
<th>Comprehensive Health and Physical Education</th>
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</thead>
<tbody>
<tr>
<td>Standard</td>
<td>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</td>
</tr>
<tr>
<td>Strand</td>
<td>E. Social and Emotional Health</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>By the end of grade</th>
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<th>Cumulative Progress Indicator (CPI)</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>Many factors at home, school, and in the community impact social and emotional health.</td>
<td>2.1.2.E.1</td>
<td>Identify basic social and emotional needs of all people.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.2.E.2</td>
<td>Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.2.E.3</td>
<td>Explain healthy ways of coping with common stressful situations experienced by children.</td>
</tr>
<tr>
<td>4</td>
<td>Many factors at home, school, and in the community impact social and emotional health.</td>
<td>2.1.4.E.1</td>
<td>Compare and contrast how individuals and families attempt to address basic human needs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.4.E.2</td>
<td>Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.</td>
</tr>
<tr>
<td></td>
<td>Stress management skills impact an individual’s ability to cope with different</td>
<td>2.1.4.E.3</td>
<td>Determine ways to cope with rejection, loss, and separation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.4.E.4</td>
<td>Summarize the causes of stress and explain ways to deal with stressful</td>
</tr>
<tr>
<td>6</td>
<td>Social and emotional development impacts all components of wellness.</td>
<td>2.1.6.E.1</td>
<td>Examine how personal assets and protective factors support healthy social and emotional development.</td>
</tr>
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</tr>
<tr>
<td></td>
<td>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.</td>
<td>2.1.6.E.2</td>
<td>Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.</td>
</tr>
<tr>
<td>8</td>
<td>Social and emotional development impacts all components of wellness.</td>
<td>2.1.8.E.1</td>
<td>Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td>2.1.8.E.2</td>
<td>Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.</td>
</tr>
<tr>
<td></td>
<td>Stress management skills impact an individual’s ability to cope with different types of emotional situations.</td>
<td>2.1.8.E.3</td>
<td>Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.</td>
</tr>
<tr>
<td>12</td>
<td>Respect and acceptance for individuals regardless of gender,</td>
<td>2.1.12.E.1</td>
<td>Predict the short- and long-term consequences of unresolved conflicts.</td>
</tr>
<tr>
<td></td>
<td>Analyze how new technologies may</td>
<td>2.1.12.E.2</td>
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</tr>
</tbody>
</table>
sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.

positively or negatively impact the incidence of conflict or crisis.

Stress management skills impact an individual’s ability to cope with different types of emotional situations.

Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.

Develop a personal stress management plan to improve/maintain wellness.

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<th>Content Area</th>
<th>Comprehensive Health and Physical Education</th>
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<tbody>
<tr>
<td>Standard</td>
<td>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</td>
</tr>
<tr>
<td>Strand</td>
<td>A. Interpersonal Communication</td>
</tr>
</tbody>
</table>

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<tbody>
<tr>
<td>2</td>
<td>Effective communication may be a determining factor in the outcome of health-and safety-related situations.</td>
<td>2.2.2.A.1</td>
<td>Express needs, wants, and feelings in health- and safety-related situations.</td>
</tr>
<tr>
<td>4</td>
<td>Effective communication may be a determining factor in the outcome of health- and safety-related situations.</td>
<td>2.2.4.A.1</td>
<td>Demonstrate effective interpersonal communication in health- and safety-related situations.</td>
</tr>
<tr>
<td></td>
<td>Effective communication is the basis for strengthening interpersonal interactions and</td>
<td>2.2.4.A.2</td>
<td>Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.</td>
</tr>
<tr>
<td></td>
<td>Effective communication may be a determining factor in the outcome of health-and safety-related situations.</td>
<td>Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.</td>
<td>Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.</td>
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<tr>
<td>6</td>
<td>2.2.6.A.1</td>
<td>Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.</td>
<td>2.2.8.A.1</td>
</tr>
<tr>
<td></td>
<td>2.2.6.A.2</td>
<td>Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.</td>
<td>2.2.8.A.2</td>
</tr>
<tr>
<td>8</td>
<td>2.2.12.A.1</td>
<td>Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.</td>
<td>2.2.12.A.2</td>
</tr>
<tr>
<td>Communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.</td>
<td>Manage, or resolve interpersonal conflicts.</td>
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<tr>
<td>Technology increases the capacity of individuals to communicate in multiple and diverse ways.</td>
<td>Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.</td>
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<tbody>
<tr>
<td>Standard</td>
<td>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</td>
</tr>
<tr>
<td>Strand</td>
<td>B. Decision-Making and Goal Setting</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>Effective decision-making skills foster healthier lifestyle choices.</td>
<td>2.2.2.B.1</td>
<td>Explain what a decision is and why it is advantageous to think before acting.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.2.2.B.2</td>
<td>Relate decision-making by self and others to one’s health.</td>
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<td></td>
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<td>2.2.2.B.3</td>
<td>Determine ways parents, peers, technology, culture, and the media influence health decisions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.2.2.B.4</td>
<td>Select a personal health goal and explain why setting a goal is important.</td>
</tr>
<tr>
<td>4</td>
<td>Many health-related situations require the application of a thoughtful decision-making process.</td>
<td>2.2.4.B.1</td>
<td>Use the decision-making process when addressing health-related issues.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.2.4.B.2</td>
<td>Differentiate between situations when a health-related decision should be made independently or with the help of others.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.2.4.B.3</td>
<td>Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.</td>
</tr>
<tr>
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<td></td>
<td>2.2.4.B.4</td>
<td>Develop a personal health goal and track</td>
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<tr>
<td>Grade</td>
<td>Content Statement</td>
<td>CPI#</td>
<td>Cumulative Progress Indicator (CPI)</td>
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<tr>
<td>6</td>
<td>Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.</td>
<td>2.2.6.B.1</td>
<td>Use effective decision-making strategies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.2.6.B.2</td>
<td>Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.2.6.B.3</td>
<td>Determine how conflicting interests may influence one’s decisions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.2.6.B.4</td>
<td>Apply personal health data and information to support achievement of one’s short- and long-term health goals.</td>
</tr>
<tr>
<td>8</td>
<td>Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.</td>
<td>2.2.8.B.1</td>
<td>Predict social situations that may require the use of decision-making skills.</td>
</tr>
<tr>
<td></td>
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<td>2.2.8.B.2</td>
<td>Justify when individual or collaborative decision-making is appropriate.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.2.8.B.3</td>
<td>Analyze factors that support or hinder the achievement of personal health goals during different life stages.</td>
</tr>
<tr>
<td>12</td>
<td>Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one’s lifetime.</td>
<td>2.2.12.B.1</td>
<td>Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.2.12.B.2</td>
<td>Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.</td>
</tr>
</tbody>
</table>

**Content Area** Comprehensive Health and Physical Education  
**Standard** 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.  
**Strand** C. Character Development  

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<thead>
<tr>
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<tbody>
<tr>
<td>2</td>
<td>Character traits are often evident in behaviors exhibited by individuals when interacting with</td>
<td>2.2.2.C.1</td>
<td>Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.2.2.C.2</td>
<td>Identify types of disabilities and</td>
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<tr>
<td></td>
<td>Personal core ethical values impact the health of oneself and others.</td>
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<tr>
<td>4</td>
<td>Demonstrate appropriate behavior when interacting with people with disabilities.</td>
<td>2.2.4.C.1</td>
<td>Determine how an individual’s character develops over time and impacts personal health.</td>
</tr>
<tr>
<td></td>
<td>Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.</td>
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<tr>
<td></td>
<td>Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.</td>
<td>2.2.4.C.2</td>
<td>2.2.4.C.3</td>
</tr>
<tr>
<td></td>
<td>Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.</td>
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</tr>
<tr>
<td>6</td>
<td>Personal core ethical values impact the behavior of oneself and others.</td>
<td>2.2.6.C.1</td>
<td>Explain how character and core ethical values can be useful in addressing challenging situations.</td>
</tr>
<tr>
<td></td>
<td>Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.</td>
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</tr>
<tr>
<td></td>
<td>Predict situations that may challenge an individual’s core ethical values.</td>
<td>2.2.6.C.2</td>
<td>2.2.6.C.3</td>
</tr>
<tr>
<td></td>
<td>Develop ways to proactively include peers with disabilities at home, at school, and in community activities.</td>
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</tr>
<tr>
<td>8</td>
<td>Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.</td>
<td>2.2.8.C.1</td>
<td>Analyze strategies to enhance character development in individual, group, and team activities.</td>
</tr>
<tr>
<td></td>
<td>Analyze to what extent various cultures have responded effectively to individuals with disabilities.</td>
<td>2.2.8.C.2</td>
<td>2.2.8.C.3</td>
</tr>
<tr>
<td></td>
<td>Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.</td>
<td></td>
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</tr>
<tr>
<td>12</td>
<td>Individual and/or group pressure to be successful in competitive activities</td>
<td>2.2.12.C.1</td>
<td>Analyze the impact of competition on personal character development.</td>
</tr>
</tbody>
</table>
can result in a positive or negative impact.

Core ethical values impact behaviors that influence the health and safety of people everywhere.

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<tr>
<td>Standard</td>
<td>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</td>
</tr>
<tr>
<td>Strand</td>
<td>D. Advocacy and Service</td>
</tr>
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<td>2</td>
<td>Service projects provide an opportunity to have a positive impact on the lives of self and others.</td>
<td>2.2.2.D.1</td>
<td>Determine the benefits for oneself and others of participating in a class or school service activity.</td>
</tr>
<tr>
<td>4</td>
<td>Service projects provide an opportunity to have a positive impact on the lives of self and others.</td>
<td>2.2.4.D.1</td>
<td>Explain the impact of participation in different kinds of service projects on community wellness.</td>
</tr>
<tr>
<td>6</td>
<td>Participation in social and health- or service-organization initiatives have a positive social impact.</td>
<td>2.2.6.D.1</td>
<td>Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.2.6.D.2</td>
<td>Develop a position about a health issue in order to inform peers.</td>
</tr>
<tr>
<td>8</td>
<td>Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and</td>
<td>2.2.8.D.1</td>
<td>Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.2.8.D.2</td>
<td>Defend a position on a health or social issue to activate community awareness and responsiveness.</td>
</tr>
</tbody>
</table>
Implementing strategies to motivate others to address the issue.

| 12 | Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue. | 2.2.12.D.1 | Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation. |

<table>
<thead>
<tr>
<th>Content Area</th>
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<tbody>
<tr>
<td>Standard</td>
<td>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</td>
</tr>
<tr>
<td>Strand</td>
<td>E. Health Services and Information</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>By the end of grade</th>
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</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>Developing an awareness of potential hazards in the environment impacts personal health and safety.</td>
<td>2.2.P.E.1</td>
<td>Identify community helpers who assist in maintaining a safe environment.</td>
</tr>
<tr>
<td>2</td>
<td>Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.</td>
<td>2.2.2.E.1</td>
<td>Determine where to access home, school, and community health professionals.</td>
</tr>
<tr>
<td>4</td>
<td>Communicating health needs to trusted adults and professionals assists in the prevention, early</td>
<td>2.2.4.E.1</td>
<td>Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.</td>
</tr>
<tr>
<td>Content Area</td>
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<td></td>
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</tr>
<tr>
<td>Standard</td>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strand</td>
<td>A. Medicines</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 6 | Health literacy includes the ability to compare and evaluate health resources. | 2.2.6.E.1 | Determine the validity and reliability of different types of health resources. |
| 8 | Potential solutions to health issues are dependent on health literacy and available resources. | 2.2.8.E.1 | Evaluate various health products, services, and resources from different sources, including the Internet. |
| 12 | Potential solutions to health issues are dependent on health literacy and available resources. | 2.2.12.E.1 | Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation. |

Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.

| 6 | Explain when and how to seek help when experiencing a health problem. | 2.2.4.E.2 |
| 8 | Distinguish health issues that warrant support from trusted adults or health professionals. | 2.2.6.E.2 |
| 12 | Compare and contrast situations that require support from trusted adults or health professionals. | 2.2.8.E.2 |

Affordability and accessibility of healthcare impacts the prevention, early detection, and treatment of health problems.

| 12 | Determine the effect of accessibility and affordability of healthcare on family, community, and global health. | 2.2.12.E.2 |

<p>| 6 | Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems. | 2.2.6.E.2 |
| 8 | Potential solutions to health issues are dependent on health literacy and available resources. | 2.2.8.E.2 |
| 12 | Affordability and accessibility of healthcare impacts the prevention, early detection, and treatment of health problems. | 2.2.12.E.2 |</p>
<table>
<thead>
<tr>
<th>Grade</th>
<th>Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.</th>
</tr>
</thead>
</table>
| 2      | 2.3.2.A.1 Explain what medicines are and when some types of medicines are used.  
2.3.2.A.2 Explain why medicines should be administered as directed. |
| 4      | 2.3.4.A.1 Distinguish between over-the-counter and prescription medicines.  
2.3.4.A.2 Determine possible side effects of common types of medicines. |
| 6      | 2.3.6.A.1 Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.  
2.3.6.A.2 Compare information found on over-the-counter and prescription medicines. |
| 8      | 2.3.8.A.1 Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.  
2.3.8.A.2 Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse. |
| 12     | 2.3.12.A.1 Determine the potential risks and benefits |
Variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.

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<tr>
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<tbody>
<tr>
<td>2.3.12.A.2</td>
<td>Summarize the criteria for evaluating the effectiveness of a medicine.</td>
</tr>
<tr>
<td>2.3.12.A.3</td>
<td>Relate personal abuse of prescription and over-the-counter medicines to wellness.</td>
</tr>
</tbody>
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<tr>
<td>Standard</td>
<td>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.</td>
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<tr>
<td>Strand</td>
<td>B. Alcohol, Tobacco, and Other Drugs</td>
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<tbody>
<tr>
<td>2</td>
<td>Use of drugs in unsafe ways is dangerous and harmful.</td>
<td>2.3.2.B.1</td>
<td>Identify ways that drugs can be abused.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.3.2.B.2</td>
<td>Explain effects of tobacco use on personal hygiene, health, and safety.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.3.2.B.3</td>
<td>Explain why tobacco smoke is harmful to nonsmokers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.3.2.B.4</td>
<td>Identify products that contain alcohol.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.3.2.B.5</td>
<td>List substances that should never be inhaled and explain why.</td>
</tr>
<tr>
<td>4</td>
<td>Use of drugs in unsafe ways is dangerous and harmful.</td>
<td>2.3.4.B.1</td>
<td>Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.3.4.B.2</td>
<td>Compare the short- and long-term physical effects of all types of tobacco use.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.3.4.B.3</td>
<td>Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.3.4.B.4</td>
<td>Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.3.4.B.5</td>
<td>Identify the short- and long- term physical effects of all types of tobacco use.</td>
</tr>
<tr>
<td>6</td>
<td>There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.</td>
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<tr>
<td>2.3.6.B.1</td>
<td>Explain the system of drug classification and why it is useful in preventing substance abuse.</td>
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</tr>
<tr>
<td>2.3.6.B.2</td>
<td>Relate tobacco use and the incidence of disease.</td>
<td></td>
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</tr>
<tr>
<td>2.3.6.B.3</td>
<td>Compare the effect of laws, policies, and procedures on smokers and nonsmokers.</td>
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</tr>
<tr>
<td>2.3.6.B.4</td>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3.6.B.5</td>
<td>Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.</td>
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<tr>
<td>2.3.6.B.6</td>
<td>Summarize the signs and symptoms of inhalant abuse.</td>
<td></td>
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<tr>
<td>2.3.6.B.7</td>
<td>Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8</th>
<th>There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.</th>
</tr>
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<tbody>
<tr>
<td>2.3.8.B.1</td>
<td>Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.</td>
</tr>
<tr>
<td>2.3.8.B.2</td>
<td>Predict the legal and financial consequences of the use, sale, and possession of illegal substances.</td>
</tr>
<tr>
<td>2.3.8.B.3</td>
<td>Analyze the effects of all types of tobacco use on the aging process.</td>
</tr>
<tr>
<td>2.3.8.B.4</td>
<td>Compare and contrast smoking laws in New Jersey with other states and countries.</td>
</tr>
<tr>
<td>2.3.8.B.5</td>
<td>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.</td>
</tr>
<tr>
<td>2.3.8.B.6</td>
<td>Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.</td>
</tr>
<tr>
<td>2.3.8.B.7</td>
<td>Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.</td>
</tr>
<tr>
<td>2.3.8.B.8</td>
<td>Analyze health risks associated with effects of inhaling certain substances.</td>
</tr>
</tbody>
</table>
There are immediate and long-term consequences of risky behavior associated with substance abuse.

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<tbody>
<tr>
<td>2</td>
<td>Substance abuse is caused by a variety of factors.</td>
<td>2.3.2.C.1</td>
<td>Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</td>
</tr>
<tr>
<td></td>
<td>There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.</td>
<td>2.3.2.C.2</td>
<td>Explain that people who abuse alcohol, tobacco, and other drugs can get help.</td>
</tr>
<tr>
<td>4</td>
<td>Substance abuse is caused by a variety of factors.</td>
<td>2.3.4.C.1</td>
<td>Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.</td>
</tr>
<tr>
<td></td>
<td>2.3.4.C.2</td>
<td>Differentiate between drug use, abuse, and misuse.</td>
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</tr>
<tr>
<td>2.3.4.C.3</td>
<td>Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.</td>
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<tr>
<td>6</td>
<td>Substance abuse is caused by a variety of factors.</td>
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</tr>
<tr>
<td></td>
<td>2.3.6.C.1</td>
<td>Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.</td>
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<tr>
<td></td>
<td>2.3.6.C.2</td>
<td>Explain how wellness is affected during the stages of drug dependency/addiction.</td>
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<tr>
<td></td>
<td>2.3.6.C.3</td>
<td>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.</td>
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<tr>
<td></td>
<td>2.3.6.C.4</td>
<td>Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Substance abuse is caused by a variety of factors.</td>
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<tr>
<td></td>
<td>2.3.8.C.1</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.3.8.C.2</td>
<td>Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>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.</td>
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<tr>
<td></td>
<td>2.3.12.C.1</td>
<td>Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.</td>
<td></td>
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<tr>
<td></td>
<td>2.3.12.C.2</td>
<td>Analyze the effectiveness of various strategies that support an individual’s ability to stop abusing drugs and remain drug-free.</td>
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</tr>
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</table>
and the support of family, friends, and others.

Substance abuse impacts individuals from all cultural and socioeconomic backgrounds.

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<td>Standard</td>
<td>2.4 Human Relationships and Sexuality: All 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.</td>
</tr>
<tr>
<td>Strand</td>
<td>A. Relationships</td>
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<tr>
<td>2</td>
<td>The family unit encompasses the diversity of family forms in contemporary society.</td>
<td>2.4.2.A.1</td>
<td>Compare and contrast different kinds of families locally and globally.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.4.2.A.2</td>
<td>Distinguish the roles and responsibilities of different family members.</td>
</tr>
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<td></td>
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<td>2.4.2.A.3</td>
<td>Determine the factors that contribute to healthy relationships.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.4.4.A.1</td>
<td>Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.4.4.A.2</td>
<td>Explain why healthy relationships are fostered in some families and not in others.</td>
</tr>
<tr>
<td>4</td>
<td>The family unit encompasses the diversity of family forms in contemporary society.</td>
<td>2.4.4.A.1</td>
<td>Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.</td>
</tr>
<tr>
<td>6</td>
<td>Healthy relationships require a mutual commitment.</td>
<td>2.4.6.A.1</td>
<td>Compare and contrast how families may change over time.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.4.6.A.2</td>
<td>Analyze the characteristics of healthy friendships and other relationships.</td>
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<td></td>
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<td>2.4.6.A.3</td>
<td>Examine the types of relationships adolescents may experience.</td>
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<td></td>
<td></td>
<td>2.4.6.A.4</td>
<td>Demonstrate successful resolution of a</td>
</tr>
<tr>
<td>8</td>
<td>The values acquired from family, culture, personal experiences, and friends impact all types of relationships.</td>
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<tr>
<td>2.4.6.A.5</td>
<td>Compare and contrast the role of dating and dating behaviors in adolescence.</td>
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<tr>
<td>2.4.8.A.1</td>
<td>Predict how changes within a family can impact family members.</td>
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<tr>
<td>2.4.8.A.2</td>
<td>Explain how the family unit impacts character development.</td>
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<tr>
<td>2.4.8.A.3</td>
<td>Explain when the services of professionals are needed to intervene in relationships.</td>
<td></td>
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<tr>
<td>2.4.8.A.4</td>
<td>Differentiate between affection, love, commitment, and sexual attraction.</td>
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<tr>
<td>2.4.8.A.5</td>
<td>Determine when a relationship is unhealthy and explain effective strategies to end the relationship.</td>
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<tr>
<td>2.4.8.A.6</td>
<td>Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.</td>
<td></td>
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<tr>
<td><strong>12</strong></td>
<td>Individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals, and provide emotional security for one another.</td>
<td></td>
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<tr>
<td>2.4.12.A.1</td>
<td>Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.</td>
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<tr>
<td>2.4.12.A.2</td>
<td>Compare and contrast the current and historical role of life commitments, such as marriage.</td>
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<tr>
<td>2.4.12.A.3</td>
<td>Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.</td>
<td></td>
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<tr>
<td>2.4.12.A.4</td>
<td>Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.</td>
<td></td>
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</tr>
<tr>
<td>2.4.12.A.5</td>
<td>Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent).</td>
<td></td>
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</tr>
<tr>
<td><strong>Technology impacts the capacity of individuals to develop and maintain interpersonal relationships.</strong></td>
<td>2.4.12.A.6</td>
<td>Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.</td>
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<tr>
<td>2</td>
<td>Gender-specific similarities and differences exist between males and females.</td>
<td>2.4.2.B.1</td>
<td>Compare and contrast the physical differences and similarities of the genders.</td>
</tr>
<tr>
<td>4</td>
<td>Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.</td>
<td>2.4.4.B.1</td>
<td>Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.</td>
</tr>
<tr>
<td>6</td>
<td>Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.</td>
<td>2.4.6.B.1</td>
<td>Compare growth patterns of males and females during adolescence.</td>
</tr>
<tr>
<td></td>
<td>Responsible actions regarding sexual behavior impact the health of oneself and others.</td>
<td>2.4.6.B.2</td>
<td>Summarize strategies to remain abstinent and resist pressures to become sexually active.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.4.6.B.3</td>
<td>Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.4.6.B.4</td>
<td>Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.</td>
</tr>
<tr>
<td>8</td>
<td>Personal lifestyle habits and genetics influence sexual development as well as overall growth.</td>
<td>2.4.8.B.1</td>
<td>Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.</td>
</tr>
<tr>
<td>Patterns</td>
<td>2.4.8.B.2</td>
<td>Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.</td>
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</tr>
<tr>
<td>Responsible actions regarding sexual behavior impact the health of oneself and others.</td>
<td>2.4.8.B.3</td>
<td>Compare and contrast methods of contraception used by adolescents and factors that may influence their use.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.4.8.B.4</td>
<td>Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.</td>
<td></td>
</tr>
<tr>
<td>Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.</td>
<td>2.4.8.B.5</td>
<td>Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.</td>
<td></td>
</tr>
<tr>
<td>Early detection strategies assist in the prevention and treatment of illness or disease.</td>
<td>2.4.8.B.6</td>
<td>Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.</td>
<td></td>
</tr>
<tr>
<td>The decision to become sexually active affects one's physical, social, and emotional health. Responsible actions regarding sexual behavior impact the health of oneself and others.</td>
<td>2.4.12.B.1</td>
<td>Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.4.12.B.2</td>
<td>Evaluate information that supports abstinence from sexual activity using reliable research data.</td>
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</tr>
<tr>
<td></td>
<td>2.4.12.B.3</td>
<td>Analyze factors that influence the choice, use, and effectiveness of contraception, including risk-reduction and risk-elimination strategies.</td>
<td></td>
</tr>
<tr>
<td>Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.</td>
<td>2.4.12.B.4</td>
<td>Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.</td>
<td></td>
</tr>
<tr>
<td>Early detection strategies and regular physical exams assist in the prevention and treatment of illness or disease.</td>
<td>2.4.12.B.5</td>
<td>Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, HPV vaccine).</td>
<td></td>
</tr>
</tbody>
</table>
### Content Area
Comprehensive Health and Physical Education

<table>
<thead>
<tr>
<th>Standard</th>
<th>2.4 Human Relationships and Sexuality: All 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand</td>
<td>C. Pregnancy and Parenting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>By the end of grade</th>
<th>Content Statement</th>
<th>CPI#</th>
<th>Cumulative Progress Indicator (CPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The health of the birth mother impacts the development of the fetus.</td>
<td>2.4.2.C.1</td>
<td>Explain the factors that contribute to a mother having a healthy baby.</td>
</tr>
<tr>
<td>4</td>
<td>Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.</td>
<td>2.4.4.C.1</td>
<td>Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.</td>
</tr>
<tr>
<td></td>
<td>The health of the birth mother impacts the development of the fetus.</td>
<td>2.4.4.C.2</td>
<td>Relate the health of the birth mother to the development of a healthy fetus.</td>
</tr>
<tr>
<td>6</td>
<td>Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment</td>
<td>2.4.6.C.1</td>
<td>Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.4.6.C.2</td>
<td>Identify the signs and symptoms of pregnancy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.4.6.C.3</td>
<td>Identify prenatal practices that support a healthy pregnancy.</td>
</tr>
<tr>
<td>8</td>
<td>Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one’s life and the lives of others.</td>
<td>2.4.6.C.4</td>
<td>Predict challenges that may be faced by adolescent parents and their families.</td>
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</tr>
<tr>
<td>2.4.8.C.1</td>
<td>Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.</td>
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</tr>
<tr>
<td>2.4.8.C.2</td>
<td>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.</td>
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<tr>
<td>2.4.8.C.3</td>
<td>Determine effective strategies and resources to assist with parenting.</td>
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<tr>
<td>2.4.8.C.4</td>
<td>Predict short- and long-term impacts of teen pregnancy.</td>
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<tr>
<td>2.4.8.C.5</td>
<td>Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12</th>
<th>Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one’s life and the lives of others.</th>
<th>2.4.12.C.1</th>
<th>Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4.12.C.2</td>
<td>Analyze the relationship of an individual’s lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities.</td>
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<tr>
<td>2.4.12.C.3</td>
<td>Evaluate the methods and resources available to confirm pregnancy.</td>
<td></td>
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<tr>
<td>2.4.12.C.4</td>
<td>Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.</td>
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<tr>
<td>2.4.12.C.5</td>
<td>Evaluate parenting strategies used at various stages of child development based on valid sources of information.</td>
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<tr>
<td>2.4.12.C.6</td>
<td>Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion,</td>
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</tbody>
</table>
2.4.12.C.7 Analyze factors that affect the decision to become a parent.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Comprehensive Health and Physical Education</th>
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<tbody>
<tr>
<td>Standard</td>
<td>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</td>
</tr>
<tr>
<td>Strand</td>
<td>A. Movement Skills and Concepts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>By the end of grade</th>
<th>Content Statement</th>
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<th>Cumulative Progress Indicator (CPI)</th>
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</thead>
<tbody>
<tr>
<td>P</td>
<td>Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.</td>
<td>2.5.P.A.1</td>
<td>Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.5.P.A.2</td>
<td>Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.5.P.A.3</td>
<td>Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).</td>
</tr>
<tr>
<td>2</td>
<td>Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</td>
<td>2.5.2.A.1</td>
<td>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).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.5.2.A.2</td>
<td>Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.5.2.A.3</td>
<td>Respond in movement to changes in tempo, beat, rhythm, or musical style.</td>
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<td></td>
<td></td>
<td>2.5.2.A.4</td>
<td>Correct movement errors in response to</td>
</tr>
<tr>
<td></td>
<td>Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</td>
<td>2.5.4.A.1</td>
<td>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).</td>
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<tr>
<td></td>
<td></td>
<td>2.5.4.A.2</td>
<td>Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.5.4.A.3</td>
<td>Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</td>
</tr>
<tr>
<td></td>
<td>Ongoing feedback impacts improvement and effectiveness of movement actions.</td>
<td>2.5.4.A.4</td>
<td>Correct movement errors in response to feedback and explain how the change improves performance.</td>
</tr>
<tr>
<td></td>
<td>Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</td>
<td>2.5.6.A.1</td>
<td>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).</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>2.5.6.A.2</td>
<td>Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</td>
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<td></td>
<td></td>
<td>2.5.6.A.3</td>
<td>Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).</td>
</tr>
<tr>
<td></td>
<td>Performing movement skills effectively is often based on an individual’s ability to analyze one’s own performance as well as receive constructive feedback from others.</td>
<td>2.5.6.A.4</td>
<td>Use self-evaluation and external feedback to detect and correct errors in one’s movement performance.</td>
</tr>
<tr>
<td></td>
<td>Movement skill performance is primarily impacted by the quality of</td>
<td>2.5.8.A.1</td>
<td>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).</td>
</tr>
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<td>8</td>
<td></td>
<td>2.5.8.A.2</td>
<td>Ongoing feedback impacts improvement and effectiveness of movement actions.</td>
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<td></td>
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<td>2.5.8.A.3</td>
<td>Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</td>
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<tr>
<td></td>
<td></td>
<td>2.5.8.A.4</td>
<td>Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</td>
</tr>
<tr>
<td>12</td>
<td>Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.</td>
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<tr>
<td>2.5.12.A.1</td>
<td>Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).</td>
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</tr>
<tr>
<td>2.5.12.A.2</td>
<td>Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</td>
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</tr>
<tr>
<td>2.5.12.A.3</td>
<td>Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).</td>
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<tr>
<td>2.5.12.A.4</td>
<td>Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.</td>
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</tbody>
</table>

**Content Area** | Comprehensive Health and Physical Education
---|---
**Standard** | 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
**Strand** | B. Strategy
**By the end of grade** | **Content Statement** | **CPI#** | **Cumulative Progress Indicator (CPI)**
2 | Teamwork consists of | 2.5.2.B.1 | Differentiate when to use competitive and
<table>
<thead>
<tr>
<th>Effective communication and other interactions between team members.</th>
<th>Cooperative strategies in games, sports, and other movement activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5.2.B.2 Explain the difference between offense and defense.</td>
<td></td>
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<tr>
<td>2.5.2.B.3 Determine how attitude impacts physical performance.</td>
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<tr>
<td>2.5.2.B.4 Demonstrate strategies that enable team members to achieve goals.</td>
<td></td>
</tr>
<tr>
<td>4 Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.</td>
<td>2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</td>
</tr>
<tr>
<td>2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.</td>
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</tr>
<tr>
<td>6 There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.</td>
<td>2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.</td>
</tr>
<tr>
<td>2.5.6.B.2 Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.</td>
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</tr>
<tr>
<td>8 Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.</td>
<td>2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</td>
</tr>
<tr>
<td>2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance.</td>
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</tr>
<tr>
<td>2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.</td>
<td></td>
</tr>
<tr>
<td>12 Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.</td>
<td>2.5.12.B.1 Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</td>
</tr>
<tr>
<td>2.5.12.B.2 Apply a variety of mental strategies to improve performance.</td>
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<tr>
<td>2.5.12.B.3 Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</td>
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<tr>
<td>By the end of grade</td>
<td>Content Statement</td>
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</tr>
<tr>
<td>2</td>
<td>Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</td>
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</tr>
<tr>
<td>4</td>
<td>Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</td>
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<tr>
<td>6</td>
<td>Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</td>
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<tr>
<td></td>
<td>There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.</td>
</tr>
<tr>
<td>8</td>
<td>Self-initiated behaviors that promote personal and group success</td>
</tr>
</tbody>
</table>
include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.

Movement activities provide a timeless opportunity to connect with people around the world.

2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.

12 Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.

2.5.12.C.1 Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.

2.5.12.C.2 Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.

Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.

2.5.12.C.3 Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.

<table>
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<tbody>
<tr>
<td>Standard</td>
<td>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</td>
</tr>
<tr>
<td>Strand</td>
<td>A. Fitness and Physical Activity</td>
</tr>
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<td>2020</td>
<td>Developing competence and confidence in gross and fine motor skills provides a foundation</td>
<td>2.6.P.A.1</td>
<td>Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</td>
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<td></td>
<td></td>
<td>2.6.P.A.2</td>
<td>Develop and refine fine motor skills (e.g.,</td>
</tr>
<tr>
<td>2</td>
<td>Appropriate types and amounts of physical activity enhance personal health.</td>
<td>2.6.2.A.1</td>
<td>Explain the role of regular physical activity in relation to personal health.</td>
</tr>
<tr>
<td></td>
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<td>2.6.2.A.2</td>
<td>Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</td>
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<tr>
<td></td>
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<td>2.6.2.A.3</td>
<td>Develop a fitness goal and monitor progress towards achievement of the goal.</td>
</tr>
<tr>
<td>4</td>
<td>Each component of fitness contributes to personal health as well as motor skill performance.</td>
<td>2.6.4.A.1</td>
<td>Determine the physical, social, emotional, and intellectual benefits of regular physical activity.</td>
</tr>
<tr>
<td></td>
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<td>2.6.4.A.2</td>
<td>Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.</td>
</tr>
<tr>
<td></td>
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<td>2.6.4.A.3</td>
<td>Develop a health-related fitness goal and track progress using health/fitness indicators.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.6.4.A.4</td>
<td>Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.</td>
</tr>
<tr>
<td>6</td>
<td>Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.</td>
<td>2.6.6.A.1</td>
<td>Analyze the social, emotional, and health benefits of selected physical experiences.</td>
</tr>
<tr>
<td></td>
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<td>2.6.6.A.2</td>
<td>Determine to what extent various activities improve skill-related fitness versus health-related fitness.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.6.6.A.3</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.6.6.A.4</td>
<td>Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.</td>
</tr>
<tr>
<td></td>
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<td>2.6.6.A.5</td>
<td>Relate physical activity, healthy eating, and body composition to personal fitness and health.</td>
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<td></td>
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<td>2.6.6.A.6</td>
<td>Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.</td>
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<td>2.6.6.A.7 Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.</td>
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</tr>
<tr>
<td>8</td>
<td>Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.</td>
<td>2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</td>
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<tr>
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<td>2.6.8.A.2 Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.</td>
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<tr>
<td></td>
<td></td>
<td>2.6.8.A.3 Analyze how medical and technological advances impact personal fitness.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.</td>
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<td>2.6.8.A.5 Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.</td>
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<td>2.6.8.A.6 Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.</td>
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<td>12</td>
<td>Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.</td>
<td>2.6.12.A.1 Compare the short- and long-term impact on wellness associated with physical inactivity.</td>
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<td>2.6.12.A.2 Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principles.</td>
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<td>2.6.12.A.3 Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.</td>
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<td>2.6.12.A.4 Compare and contrast the impact of health-related fitness components as a measure of fitness and health.</td>
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<td>2.6.12.A.5 Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance.</td>
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### III) CROSS-CURRICULUM CONTENT STANDARDS

<table>
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<tr>
<th></th>
<th>Arts</th>
<th>Language Arts</th>
<th>Math</th>
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IV) TECHNOLOGY AND 21ST CENTURY LIFE AND CAREERS STANDARDS

TECHNOLOGY STANDARDS

STANDARD 8.1 EDUCATIONAL TECHNOLOGY ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESES INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATIVELY TO CREATE AND COMMUNICATE KNOWLEDGE.

8.2 TECHNOLOGY EDUCATION, ENGINEERING AND DESIGN ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL, GLOBAL SOCIETY, AND THE ENVIRONMENT.

21ST CENTURY LIFE SKILLS

STANDARD 9.1: 21ST CENTURY LIFE SKILLS ALL STUDENTS WILL DEMONSTRATE CREATIVE, CRITICAL THINKING, COLLABORATION AND PROBLEM SOLVING SKILLS TO FUNCTION SUCCESSFULLY AS GLOBAL CITIZENS AND WORKERS IN DIVERSE ETHNIC AND ORGANIZATIONAL CULTURES.

STANDARD 9.2: PERSONAL FINANCIAL LITERACY ALL STUDENTS WILL DEVELOP SKILLS AND STRATEGIES THAT PROMOTE PERSONAL AND FINANCIAL RESPONSIBILITY RELATED TO FINANCIAL PLANNING, SAVINGS, INVESTMENT, AND CHARITABLE GIVING IN THE GLOBAL ECONOMY.

STANDARD 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.

STANDARD 9.4: CAREER AND TECHNICAL EDUCATION ALL STUDENTS WHO COMPLETE A CAREER AND TECHNICAL EDUCATION PROGRAM WILL ACQUIRE ACADEMIC AND TECHNICAL SKILLS FOR CAREERS IN EMERGING AND ESTABLISHED PROFESSIONS THAT LEAD TO TECHNICAL SKILL PROFICIENCY, CREDENTIALS, CERTIFICATES, LICENSES, AND/OR DEGREES.
V) METHODOLOGY

1. Teachers should use a variety of instructional techniques, including, but not limited to the various components provided by the publisher.
   - textbooks
   - testing materials
   - computer software
   - audio visual materials
   - videos
   - CD’s
   - audio tapes
   - transparencies
   - Internet sites

2. Teachers select/develop activities that encourage students to develop the ability to locate information used in answering questions; use appropriate tools, equipment, and experiences to extend their senses; gather, analyze, assess, and interpret data and performance; construct reasonable explanations and communicate their findings about investigations; demonstrate basic motor skills; achieve lifelong wellness skills through knowledge, skills, attitudes, and practices. These activities include, but are not limited to the following:
   - role-playing
   - writing activities
   - internet websites (including district e-board sites)
   - cooperative learning groups
   - teacher developed activities
   - teacher developed graphic organizers
   - Power Point presentations
   - demonstrations
   - student projects
   - cooperative games
   - physical challenges/activities
   - lead-up games
   - rhythmic activities
   - sportsmanship rules and safety presentations
   - experimental learning activities

3. Students will be able to demonstrate their knowledge of health/physical education content and process skills through a variety of assessment formats. These activities include, but are not limited to the following:
   - rubrics
   - content assessments
- skills assessments
- student projects and presentations
- student reports
- student notebooks
- fitness assessment
- teacher observation
- teacher anecdotal records
HEALTH AND PHYSICAL EDUCATION
COURSE DESCRIPTIONS

PHYSICAL EDUCATION

**Kindergarten:** This first year is an introduction to physical education. Students will learn to move safely and feel comfortable and confident. Locomotor and non-locomotor movement will be introduced at this level. Personal and general space will be explored. Balance activities and changes in direction will be introduced to improve coordination. Children will learn to respond in movement to changes in beat and rhythm. Basic safety rules and why they are important will also be explored. Games of low organization, physical fitness, and dance will be introduced.

**First Grade:** In first grade skills learned in kindergarten will be elaborated. In addition, the concept of sportsmanship through team oriented activities will improve.

**Second Grade:** Skills introduced in first grade will be reviewed. Sportsmanship rules and safety procedures will be emphasized. Developmentally/appropriate games will be introduced.

**Third Grade:** Second grade skills will be reviewed. Simple strategies, as it involves lead up games, will be introduced. Dance and fitness activities will be presented.

**Fourth Grade:** Build upon knowledge and skills presented in previous grades. Rules, strategies, and organized large group activities will be emphasized.

**Fifth Grade:** Build upon knowledge and skills presented in previous grades. Cooperative and competitive strategies will be introduced. Refined movement concepts and specific activity rules will be enhanced.

**Sixth Grade:** Build upon knowledge and skills presented in previous grades. Assess skill development; enhance participation in, and enjoyment of, grade appropriate activities.

**Seventh Grade & Eighth Grade:** The seventh and eighth grade course is designed to introduce a wide-variety of activities that promote a lifelong physically active lifestyle. Each unit includes cooperation, teamwork, and physical activities that are essential for the growth of the students. Activities include, but are not limited to, fitness testing, soccer, volleyball, and circuit training which will help students to develop a healthy and active lifestyle.
HEALTH

The Health Curriculum seeks to generate awareness, concern, and a desire within our students to maintain good personal health and safety habits.

**Kindergarten:** Students are introduced to growing inside and out, and how to stay healthy by being active and eating healthy foods. They explore home and travel safety and are introduced to safety while playing. They explore feelings, the family, and are introduced to a healthy community. Character education will be intertwined within the units as well as with Second Steps and Steps to Respect.

**First Grade:** Students will explore their feelings, be introduced to how their body grows and changes, and how to keep active and healthy. They will explore how to keep safe and avoid danger. Students will be introduced to drugs and medicines and discuss family and community helpers. Character education will be intertwined within the units as well as with Second Steps and Steps to Respect.

**Second Grade:** Students will continue to learn about the body and how to care for it by eating properly and keeping fit. They will learn how to stay safe and well. Safe uses of medicines and drugs will be continued. Feelings, family and caring for your neighborhood are discussed. Character education will be intertwined within the units as well as with Second Steps and Steps to Respect.

**Third Grade:** Students will continue to learn about caring for themselves and their bodies. Activities and foods needed for a healthy body will be discussed. Emergency and personal safety will also be addressed. Medicines, drugs, and avoiding alcohol and tobacco are discussed. Discussion of feelings, family and community are enhanced. Character education will be intertwined within the units as well as with Second Steps and Steps to Respect.

**Fourth Grade:** In grade four, there is a more detailed discussion of body systems including an introduction to the reproductive system and the changes occurring in puberty. Children learn to be safe at home and away from home. They will learn to guard against disease. Harmful effects of drugs, tobacco and alcohol will be emphasized. They will explore needs, feelings, families and living in a healthful community. Character education will be intertwined within the units as well as with Second Steps and Steps to Respect.

**Fifth Grade:** The topic of a growing and changing body will be continued with additional emphasis placed on adolescent body changes. Students will explore being a wise consumer. There will be continued discussion on food, nutrition, and keeping fit. Students will learn to plan for safety and prevent violence. They will enhance knowledge of disease and will continue discussion of legal and illegal drugs, tobacco and alcohol. Discussion of feelings, family and working toward a healthful community will be enhanced. Character education will be intertwined within the units as well as with Second Steps and Steps to Respect.
Sixth Grade: By grade 6, growth and development, reproduction, and personal and consumer health are further emphasized. Students will explore how to prepare healthful foods. They will continue to discuss keeping active. Students will learn how to stay safe, deal with emergencies, and be introduced to first aid. Controlling disease, as well as drugs and health will continue to be discussed. Students will learn how to set goals and explore their role in family and personal responsibility. Character education will be intertwined within the units as well as with Second Steps and Steps to Respect.

Seventh Grade: This year students will explore character education, self-esteem and decision making, safety and first aid, growth and development, alcohol, tobacco and drugs, and human sexuality. This will be accomplished through a variety of activities including, but not limited to, role-playing, writing, research, group and individual hands-on activities.

Eighth Grade: This year students will explore character education, careers and decision making, safety and first grade, nutrition, alcohol, tobacco, and drugs, and human sexuality. This will be accomplished through a variety of activities including, but not limited to, role-playing, writing, media and technology, and group and individual hands-on activities.

ARTICULATION

Articulation meetings are periodically held intra, as well as inter-departmentally to address programmatic directions in Health and Physical Education.
Unit Title: Fitness Testing  

Grade Level/s: K-6  

Subject/Topic Areas: Flexibility/Endurance/Strength  

Key Words: Fitness, Flexibility, Speed, Agility, Endurance, Strength  

Unit Designer/s: Health/PE Curriculum Committee  

Time Frame: 2-3 weeks  

School District: Eatontown Public Schools  

School: Meadowbrook, Vetter, Woodmere  

Link to Content Standards/Interdisciplinary Standards  

Standard 2.2 (Integrated Skills) All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.  

Standard 2.5 (Motor Skill Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C  

3.MD.1 (Measurement and Data) Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses, and masses of objects.  

Standard 9.1 (21st Century 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.  

Standard 2.6 (Fitness) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.  

8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.  

Brief Summary of Unit  

Students will be participating in Presidential Physical Fitness challenge. The components include push/sit ups; pull shuttle run, stretch and mile run. Tests are given twice a year once in the beginning and once at the end of the year to test ones progress.
IDENTIFY DESIRED RESULTS

FITNESS TESTING

What overarching understandings are desired?

- There are multiple Fitness Components.
- Activity in all fitness areas is essential to complete physical fitness.
- Fostering an appreciation of Fitness early lends to a healthier lifestyle.

What are the overarching “essential” questions?

- How many Fitness components are there?
- How do I find activities that affect these fitness components?
- Where does my fitness level rank with others at my level?

What will students understand as a result of this unit?

Students will…

- Identify the basic components of health related fitness.
- Complete activities that test these components.
- Describe how fitness enhances wellness.
- Compare results to peer groups.
- Identify lifetime activity affecting fitness components.

What “essential” and “unit” questions will focus this unit?

- Why are these components used to test your strength, endurance, and flexibility?
- What activities could you do (other than test) to improve these components?
- What do your results tell you about you?
What evidence will show that students understand the fitness skills?

Performance Tasks, Projects

- Skills test with results compared to National Scores.

Quizzes, Tests, Academic Prompts

- Task cards

Unprompted Evidence, Observations, Work Samples

- Teacher Observation
- Anecdotal Records

Student Self-Assessment

- Compare results with National Standards and past performance.
**Task Title:** Fitness Testing  
**Approximate Time Frame:** 42 minutes

What desired understanding/content standards will be assessed through this task?

<table>
<thead>
<tr>
<th>Standard 2.2 (Integrated Skills) All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</th>
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<tbody>
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What is the purpose of this assessment task?  
**Formative** X **Summative**

Through what authentic performance task will students demonstrate understanding?

Students will perform fitness test while using proper form.

What student products/performances will provide evidence of desired understandings?

| Demonstrations | N/A | N/A |

By what criteria will student products/performances be evaluated?

Comparison to National Standards

What type of scoring tools will be used for evaluation?

Analytic Rubric  
Holistic Rubric  
Criterion List  
X Checklist
### What other evidence will be collected during this unit?

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<th>Understanding</th>
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<tr>
<th>How will evidence be collected?</th>
<th>Quiz/Test</th>
<th>Teacher notes: Observe Performance</th>
<th>Assignment</th>
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<td>Other: Teacher Observation</td>
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<th>What type of assessments will be used?</th>
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<td>Academic Response</td>
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<td>Brief Constructed Responses</td>
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<td>X Observation</td>
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<td>Work Sample</td>
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<th>What is the assessment’s purpose?</th>
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<td>Formative</td>
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<tr>
<td>X Summative</td>
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Describe the assessments and state the prompts: Teacher Observation

### What types of scoring tools will be used for evaluation?

- Analytic Rubric
- Holistic Rubric
- Criterion List
- X Checklist
- Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- fitness improves their overall health
- why these exercises are used to test their endurance/strength/flexibility.

Students will need to be able to…
- perform and demonstrate proper techniques during the fitness testing experience

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Warm-ups
2. Present Unit
3. Demonstrations of component of test
4. Participation (Perform components)
5. Analysis of Performance
   - Personal Performance with National Standards and past personal performances
SUPPLEMENTAL RESOURCES

Books: Strength Training for Young Athletes by William Kraemer and Steven Fleck

Suggested Student Reading: Gymnastics Training and Fitness: Being Your Best (Snap) by Jen Jones and Connie Dickson

Manuals: President’s Challenge Manual/Refer to Holt
### SUPPLEMENTAL RESOURCES

<table>
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<tr>
<th>Computer Software:</th>
<th>N/A</th>
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**Other References:**
Understanding By Design, McTigh & Wiggins 1999  
Washington Public Schools

**Web References:**
1. www.presidentschallenge.org  
2. www.mayoclinic.com
Unit Title: Spatial Forms & Principles  Grade Level/s: K-2

Subject/Topic Areas: Spatial Awareness

Key Words: Safe Space, Own Space, Common Space, Safety, Listening

Unit Designer/s: Health/PE Curriculum Committee  Time Frame: 2 weeks

School District: Eatontown Public Schools  School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.5 (Motor Skill Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C

1.G.1 (Geometry) Distinguish between defining attributes (e.g. triangles are closed and three-sided) versus non-defining attributes (e.g. color, orientation, overall size); build and draw shapes to possess defining attributes.

Standard 9.1 (21st Century 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.

Brief Summary of Unit

In this introductory unit of the physical education course, students will learn the importance of space. Spatial concepts will be introduced to help facilitate the start of class. Individual and common space will be utilized in low level games/activities. The unit will conclude with student/teacher assessment of performance and skills.
**IDENTIFY DESIRED RESULTS**

**SPATIAL FORMS & PRINCIPLES**

What overarching understandings are desired?
- We have our own space.
- We can move in different levels.

What are the overarching “essential” questions?
- Where is my self space?
- How can you move in self space?
- How can you move in common space?
- What is spatial awareness?

What will students understand as a result of this unit?
- Students will understand:
  - The purpose of space.
  - How personal/common space will help facilitate the start of games.
  - Students will find their own space at the start of each class.

What “essential” and “unit” questions will focus this unit?
- What is self space?
- What is common space?
- How do you move in self space and common space?
- How do you move in different levels in space?
DETERMINE ACCEPTABLE EVIDENCE

SPATIAL FORMS & PRINCIPLES

What evidence will show that students understand spatial forms & principles?

**Performance Tasks, Projects**

- Students move to teacher visual/verbal cues.
- Students move to music.
- Students participate in low-organized games.

**Quizzes, Tests, Academic Prompts**

- Task cards
- Visual and verbal cues
- Music prompts

**Unprompted Evidence, Observations, Work Samples**

- Teacher observation of students during activities and games.

**Student Self-Assessment**

- Self-assess/partner assessment.
- Performance in spatial related activities/games.
- Spot jumping—students jump on whistle command to different spots at various levels.
Task Title: Spatial Exploration

Approximate Time Frame: 2 weeks

What desired understanding/content standards will be assessed through this task?

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5 (Motor Skill Development)</td>
<td>All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C</td>
</tr>
<tr>
<td>1.G.1 (Geometry)</td>
<td>Distinguish between defining attributes (e.g. triangles are closed and three-sided) versus non-defining attributes (e.g. color, orientation, overall size); build and draw shapes to possess defining attributes.</td>
</tr>
<tr>
<td>9.1 (21st Century Life and Career Skills)</td>
<td>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.</td>
</tr>
</tbody>
</table>

What is the purpose of this assessment task? Formative X Summative

Through what authentic performance task will students demonstrate understanding?

- Students will know what is meant by “own space” and “common space.”
- Students will participate in low-level organized games.

What student products/performances will provide evidence of desired understandings?

| Demonstration | Participation in low-level games. | N/A |

By what criteria will student products/performances be evaluated?

- Teacher observation
- Student/partner assessment

What type of scoring tools will be used for evaluation?

Analytic Rubric Holistic Rubric Criterion List X Checklist
What other evidence will be collected during this unit?

What will be assessed?
- X Skill
- X Understanding

How will evidence be collected?
- Quiz/Test
- Teacher notes
- Assignment
- Visual Observation

What type of assessments will be used?
- Selected Response
- Academic Response
- Brief Constructed Responses
- Observation
- Work Sample

What is the assessment’s purpose?
- X Diagnostic
- Formative
- X Summative

Describe the assessments and state the prompts:
Visual and verbal cues by teacher. Spot jumping markers for assessing levels.

What types of scoring tools will be used for evaluation?
- Analytic Rubric
- Holistic Rubric
- Observation
- Checklist
- Answer Key
PLAN LEARNING EXPERIENCES AND INSTRUCTION

SPATIAL FORMS & PRINCIPLES

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- The purpose of space: individual common space, and safe space.
- The importance of space as it pertains to low level games.

Students will need to be able to…
- Perform various movements skills in personal and common space.

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Warm up with appropriate stretching.
2. Safety check (markers)
3. Present/introduce lesson
4. Demonstrate personal/common space.
5. Review movement patterns integrating spatial awareness.
6. Participate in low level games using spacing skills.
7. Assess student’s performance through games and partner activities.
SUPPLEMENTAL RESOURCES

Books: The Book of Movement: Can you move like this? by Jane Kahan

Suggested Student Reading: Swing, Slither, or Swim: A book about movement by Patricia Stockland and Todd Ouren

Manuals: Elementary Physical Education: Growing Through Movement
Robert G. Davis and Larry D. Isaacs
SUPPLEMENTAL RESOURCES

Computer Software:  N/A

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References:  www.cln.org/subjects/dance_inst.html
                www.pecentral.org/lessonideas/ViewLesson.asp?ID=6242
Unit Title: Movement  

Grade Level/s: K-2

Subject/Topic Areas: Large Motor Skills

Key Words: Walk, skip, hop, jump, jog, slide, safety

Unit Designer/s: Health/PE Curriculum Committee  Time Frame: 2 weeks

School District: Eatontown Public Schools  School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

- Standard 2.5 (Motor Skill Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.  

- 1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than another.

- Standard 9.1 (21st Century 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.

Brief Summary of Unit

In this introductory unit of physical education, students will learn to explore movement. Large Motor Skills will be introduced at different levels and in different directions. Sequential movements and combinations will help to increase the student awareness of space. The unit will conclude with student/teacher assessment of performance.
IDENTIFY DESIRED RESULTS

MOVEMENT

What overarching understandings are desired?

- The body can move in a variety of ways.
- The body can move in every direction.

What are the overarching “essential” questions?

- How can you make your body move?
- Can you make your body move in different ways and different directions?

What will students understand as a result of this unit?

Students will understand...

- how to walk, skip, jump, gallop, hop, jog, and slide backward, forward, and change in directions.
- safety in movement
- an appreciation for lifetime fitness

What “essential” and “unit” questions will focus this unit?

- What is the proper technique of doing the preceding column?
- How do you move in various directions?
- How can you combine movements?
DETERMINE ACCEPTABLE EVIDENCE

MOVEMENT

What evidence will show that students understand movement?

Performance Tasks, Projects

- Students move to teacher visual/verbal cues.
- Students move to music.
- Students create various combinations of movement.
- Students participate in low organized games.

Quizzes, Tests, Academic Prompts

- Teacher Observation
- Task Cards
- Visual and Verbal Cues
- Music Prompts

Unprompted Evidence, Observations, Work Samples

- Teacher observation
- Checklist of skills

Student Self-Assessment

- Peer/Self Evaluation
Task Title: Low organizing games  Approximate Time Frame: 2 weeks fall/spring

What desired understanding/content standards will be assessed through this task?

Standard 2.5 (Motor Skill Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C

1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than another.

Standard 9.1 (21st Century 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.

What is the purpose of this assessment task?  Formative  X  Summative

Through what authentic performance task will students demonstrate understanding?

- Students will perform large motor skills.
- Students will know what is meant by direction by performing skills.
- Students will participate in low level organized games.

What student products/performances will provide evidence of desired understandings?

Demonstrations  Participation in physical activities  N/A

By what criteria will student products/performances be evaluated?

Teacher Observation Rubric

What type of scoring tools will be used for evaluation?

X  Analytic Rubric  Holistic Rubric  Criterion List  Checklist
Describe the assessments and state the prompts: Visual and verbal cues by teacher.

What types of scoring tools will be used for evaluation?
X Analytic Rubric
  Holistic Rubric
  Criterion List
  Checklist
  Answer Key

BLUEPRINT FOR OTHER EVIDENCE

MOVEMENT

What other evidence will be collected during this unit?

What will be assessed?
X Skill  X Understanding  List:

How will evidence be collected?
Quiz/Test  X Teacher notes  Assignment
X Other: Observations

What type of assessments will be used?
Selected Response
Academic Response
Brief Constructed Responses
X Observation
Work Sample
X Other: Be Active Rubric Pg 285-297

What is the assessment’s purpose?
X Diagnostic  Formative  X Summative
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- how to follow directions
- how to apply safe movement

Students will need to be able to…
- perform various movement skills in isolation and combinations safely in accordance with directions

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Warm-up with appropriate stretching.
2. Safety Check (Check Sneakers)
3. Present/Introduce lesson
4. Demonstrate skills
5. Performance of skills
6. Teacher analysis of skills/performance
7. Assess student performance by observation and Be Active Rubric
**SUPPLEMENTAL RESOURCES**

<table>
<thead>
<tr>
<th>Books:</th>
<th>The Book of Movement: Can you move like this? by Jane Kahan</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Suggested Student Reading:</th>
<th>Swing, Slither, or Swim: A book about movement by Patricia Stockland and Todd Ouren</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Manuals:</th>
<th>Elementary Physical Education: Growing Through Movement Robert G. Davis and Larry D. Isaacs</th>
</tr>
</thead>
</table>
SUPPLEMENTAL RESOURCES

Computer Software: N/A

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.cln.org/subjects/dance_inst.html
www.pecentral.org/lessonideas/ViewLesson.asp?ID=6242
UNIT

COVER

GAMES OF LOW ORGANIZATION

PAGE

Unit Title: Games of Low Organization         Grade Level/s: K-3

Subject/Topic Areas: Low Organization Games

Key Words: Fitness, personal space, sportsmanship, exercise, rules, safety, listening

Unit Designer/s: Health/PE Curriculum Committee   Time Frame: 2 weeks fall/spring

School District: Eatontown Public Schools       School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.5 (Motor Skill Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C

1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than another.

Standard 9.1 (21st Century 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.

Brief Summary of Unit

In this introductory unit of physical education, students will learn to listen and follow directions. Games with basic rules, movements, and personal space will be explained and demonstrated. Proper sportsmanship will be emphasized. The unit will conclude with teacher/student observation during the participation of the game.
IDENTIFY DESIRED RESULTS

GAMES OF LOW ORGANIZATION

What overarching understandings are desired?
- Listening and following directions is important.
- All games with movement are exercise.
- You can be competitive and display proper sportsmanship.

What are the overarching “essential” questions?
- Why is it important to listen?
- Why is exercise important?
- What behaviors constitute good sportsmanship?

What will students understand as a result of this unit?
Students will understand…
- how to play simple games with basic movement skills
- how to perform in a relay race
- how to participate in quiet/classroom games

What “essential” and “unit” questions will focus this unit?
- What is the proper way of playing simple games?
- What are important rules in simple games?
- What behavior is important in good sportsmanship?
- What is bad sportsmanship?
**DETERMINE ACCEPTABLE EVIDENCE**

**GAMES OF LOW ORGANIZATION**

What evidence will show that students understand low organization games?

**Performance Tasks, Projects**
- Students will play in games as per teacher directions and through observing rules.
- Students will demonstrate good sportsmanship.
- Students will understand why exercise and listening are important in games.

**Quizzes, Tests, Academic Prompts**
- Teacher Observation
- Task Cards

**Unprompted Evidence, Observations, Work Samples**
- Teacher observation

**Student Self-Assessment**
- Peer/Self Evaluation
**PERFORMANCE TASK BLUEPRINT**

**GAMES OF LOW ORGANIZATION**

**Task Title:** Low organizing games  
**Approximate Time Frame:** 2 weeks fall/spring

**What desired understanding/content standards will be assessed through this task?**

<table>
<thead>
<tr>
<th>Standard 2.5 (Motor Skill Development)</th>
<th>All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.MD.4</td>
<td>Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than another.</td>
</tr>
<tr>
<td>Standard 9.1 (21st Century Life and Career Skills)</td>
<td>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.</td>
</tr>
</tbody>
</table>

**What is the purpose of this assessment task?**  
X Formative  
Summative

**Through what authentic performance task will students demonstrate understanding?**

Students will participate in games following the rules of games. Students will know what good sportsmanship is when participating in games. Students will understand the importance of listening.

**What student products/performances will provide evidence of desired understandings?**

<table>
<thead>
<tr>
<th>Demonstrations</th>
<th>Participation in simple organized games</th>
<th>N/A</th>
</tr>
</thead>
</table>

**By what criteria will student products/performances be evaluated?**

Teacher Observation

**What type of scoring tools will be used for evaluation?**

Analytic Rubric  
Holistic Rubric  
Criterion List  
X Checklist
BLUEPRINT FOR OTHER EVIDENCE

GAMES OF LOW ORGANIZATION

What other evidence will be collected during this unit?

What will be assessed?
X Skill  X Understanding  List

How will evidence be collected?
Quiz/Test  X Teacher notes  Assignment

X Other: Observations

What type of assessments will be used?
Selected Response
Academic Response
Brief Constructed Responses
X Observation
Work Sample
X Other: Be Active Rubric Pg 285-297

What is the assessment’s purpose?
X Diagnostic  Formative  Summative

Describe the assessments and state the prompts: Teacher observation during participation in games.

What types of scoring tools will be used for evaluation?
X Analytic Rubric
Holistic Rubric
Criterion List
Checklist
Answer Key
PLAN LEARNING EXPERIENCES AND INSTRUCTION

GAMES OF LOW ORGANIZATION

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

<table>
<thead>
<tr>
<th>Students will need to know…</th>
<th>Students will need to be able to…</th>
</tr>
</thead>
<tbody>
<tr>
<td>• how to follow directions</td>
<td>• perform the activity/games within the outlined rules</td>
</tr>
<tr>
<td>• how to apply the rules of the game in the activity</td>
<td>• demonstrate good sportsmanship in activities/games</td>
</tr>
</tbody>
</table>

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Warm-up with appropriate stretching.
2. Safety Check
3. Present/Introduce/Demonstrate lesson/game
4. Discussion of good/bad sportsmanship
5. Participation in game
6. Teacher observation of game and student performance
7. Assess student performance by observation and Be Active Rubric
SUPPLEMENTAL RESOURCES

Books: Walking Games and Activities by June Decker and Monica Mize

Suggested Student Reading: Children Moving: A Reflective Approach to Teaching Physical Education by George M. Graham, Melissa A. Parker, and Shirley Ann Holt

Manuals: Low Organized Games, A Supplement to the K-12 Physical Education Curriculum Guide by Alan Parker
## SUPPLEMENTAL RESOURCES

<table>
<thead>
<tr>
<th>Computer Software:</th>
<th>N/A</th>
</tr>
</thead>
</table>

**Other References:**
Understanding By Design, McTigh & Wiggins 1999  
Washington Public Schools

**Web References:**
www.pecentral.org/  
http://physed.sjsd.net/html/low_organized_games.html
Unit Title: Flag Football  

Grade Level/s: 4-6

Subject/Topic Areas: Catching/Passing/Positions Offensive/Defensive

Key Words: Throwing (grip), catching (ball above waist, ball below waist), kicking, centering, positioning, simple pass patterns, hand off’s

Unit Designer/s: Health/PE Curriculum Committee  

Time Frame: 4 weeks

School District: Eatontown Public Schools  

School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.5 (Motor Skill Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C

5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

Standard 9.1 (21st Century 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.

Brief Summary of Unit

Students will be introduced to the game of flag football. They will learn basic offense and defense strategies. Rules of the game, sportsmanship and safety will also be introduced.
IDENTIFY DESIRED RESULTS

FLAG FOOTBALL

What overarching understandings are desired?
- Sports are sources of exercise.
- Teamwork is essential to team sports.
- Following rules is essential in games and in life.
- Competition enhances the team sport experience.

What are the overarching “essential” questions?
- How can sports help keep participants healthy?
- What are the rules and strategies of flag football?
- How can flag football be played safely?
- How does competition enhance team sports?

What will students understand as a result of this unit?
Students will understand…
- skills: Basic passing (spiral)
- catching: (Thumb to thumb; pinky to pinky)
- centering the ball
- punting the ball
- blocking
- basic defense

What “essential” and “unit” questions will focus this unit?
- How do you correctly hold the ball?
- What is the difference between offense and defense?
- How do you correctly catch the ball?
- What is the correct procedure to remove a flag?
DETERMINE ACCEPTABLE EVIDENCE

FLAG FOOTBALL

What evidence will show that students understand flag football?

Performance Tasks, Projects

Skills:
- Throw a spiral
- Catch a spiral
- Know different positions
- Play a modified regulation game
- Centering the ball
- Punting the ball
- Blocking

Quizzes, Tests, Academic Prompts

- Skills test:
  - Throwing
  - Catching

- Written test:
  - Rules

Unprompted Evidence, Observations, Work Samples

Observation of following skills:
- Throwing
- Catching
- Positions
- Blocking
- Basic Strategies

Student Self-Assessment

Practice:
- Can you throw/catch a spiral?
- Can you identify positions?
**Task Title:** Flag Football  
**Approximate Time Frame:** 4 weeks

**What desired understanding/content standards will be assessed through this task?**

- **Standard 2.5 (Motor Skill Development)** All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C
- 5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
- **Standard 9.1 (21st Century 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.

**What is the purpose of this assessment task?**  
X Formative  
Summative

**Through what authentic performance task will students demonstrate understanding?**

Students will be able to successfully throw and catch a spiral. They will demonstrate a basic understanding of the game.

**What student products/performances will provide evidence of desired understandings?**

| Observations of skills during game | N/A | N/A |

**By what criteria will student products/performances be evaluated?**

Observations; skills assessment during game play.

**What type of scoring tools will be used for evaluation?**

Analytic Rubric  
Holistic Rubric  
Criterion List  
X Checklist
BLUEPRINT FOR OTHER EVIDENCE

FLAG FOOTBALL

What other evidence will be collected during this unit?

What will be assessed?
X Skill X Understanding List

How will evidence be collected?
X Quiz/Test X Teacher notes X Assignment

Other:

What type of assessments will be used?
X Selected Response
   Academic Response
   Brief Constructed Responses
X Observation
   Work Sample
Other:

What is the assessment’s purpose?
Diagnostic X Formative Summative

Describe the assessments and state the prompts: Students will be able to throw and catch a spiral and understand the rules of the game.

What types of scoring tools will be used for evaluation?
Analytic Rubric
Holistic Rubric
Criterion List
X Checklist
Answer Key
## PLAN LEARNING EXPERIENCES AND INSTRUCTION

### FLAG FOOTBALL

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

<table>
<thead>
<tr>
<th>Students will need to know…</th>
<th>Students will need to be able to …</th>
</tr>
</thead>
<tbody>
<tr>
<td>● how to throw and catch a spiral</td>
<td>● throw and catch a spiral</td>
</tr>
<tr>
<td>● the different positions</td>
<td>● play their position</td>
</tr>
<tr>
<td>● how to play a modified regulation game</td>
<td>● play a modified regulation game</td>
</tr>
<tr>
<td>● how to center and punt the ball</td>
<td>● center and punt the ball</td>
</tr>
<tr>
<td>● how to block</td>
<td>● block players</td>
</tr>
</tbody>
</table>

**Introduction:**

a. Safety  

b. Rules

**Skills:**

1. Throwing a spiral  
2. Catching  
3. Blocking  
4. Centering  
5. Game Play  
6. Pulling the flags
SUPPLEMENTAL RESOURCES

Books: Coaching Youth Flag Football by John T. Reed

Suggested Student Reading: T is for Touchdown: A Football Alphabet by Brad Herzog

Manuals: Coaching Kids Flag Football by Danford Chamness
SUPPLEMENTAL RESOURCES

Computer Software: Are You Ready for Some Football by Michelle Laliberte

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.flagmag.com
**Unit Title:** Field Hockey  
**Grade Level/s:** 4-6

**Subject/Topic Areas:** Basic skills, basic rules and knowledge of the game.

**Key Words:** Fitness, Endurance, Positioning, Hitting, Dribbling, Flick, Scoop, Offense, and Defense.

**Unit Designer/s:** Health/PE Curriculum Committee  
**Time Frame:** 4 Weeks

**School District:** Eatontown Public Schools  
**School:** Meadowbrook, Vetter, Woodmere

**Link to Content Standards/Interdisciplinary Standards**

- **Standard 2.5 (Motor Skill Development)** All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C

- **5.MD.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

- **Standard 9.1 (21st Century 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.

**Brief Summary of Unit**

During the field hockey unit, students will get a brief description on the history of field hockey and develop the basic skills needed to play the sport. Students will have a basic knowledge of offense, defense, positioning, rules, and safety.
IDENTIFY DESIRED RESULTS

FIELD HOCKEY

What overarching understandings are desired?
- Sports are a form of exercise.
- Teamwork is an essential part of team sports.
- Following rules is an essential in sports and in life.
- Implementing basic strategies and concepts enhances the game.

What are the overarching “essential” questions?
- How can sports keep me healthy?
- How will teamwork enhance the game?
- What basic concept or strategies will enhance the game?

What will students understand as a result of this unit?
- Skills
  - Dribbling
  - Passing
  - Shooting
  - Offensive/Defensive concepts
- Rules
  - Penalties
  - Safety
- Positions
  - Offense
  - Defense

What “essential” and “unit” questions will focus this unit?
- When do you perform:
  - Corner
  - Penalty shot
  - Goal
- What is the correct way to dribble, pass, shoot, flick, and scoop?
- What are the basic field positions in field hockey.
What evidence will show that students understand field hockey?

Performance Tasks, Projects

- Practice
  - Skills
  - Dribbling
  - Passing
  - Shooting
  - Offensive / Defensive Concepts
- Lead-up games
  - Dribbling relays
  - Sideline hockey
  - Strategies
  - Play modified game

Quizzes, Tests, Academic Prompts

- Teacher Observation
- Written Tests
- Skills Tests

Unprompted Evidence, Observations, Work Samples

- Teacher observation of students performing the skills.

Student Self-Assessment

- Peer / self evaluation
**PERFORMANCE TASK BLUEPRINT**

**FIELD HOCKEY**

**Task Title:** Field Hockey  
**Approximate Time Frame:** 4 Weeks

**What desired understanding/content standards will be assessed through this task?**

- **Standard 2.5 (Motor Skill Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.** A-C

- **5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.**

- **Standard 9.1 (21st Century 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.**

**What is the purpose of this assessment task?**  
X Formative  
Summative

**Through what authentic performance task will students demonstrate understanding?**

- Teacher observation of play
- Dribbling and shooting skills
- Written tests

**What student products/performances will provide evidence of desired understandings?**

<table>
<thead>
<tr>
<th>Observation</th>
<th>Written Test</th>
<th>N/A</th>
</tr>
</thead>
</table>

**By what criteria will student products/performances be evaluated?**

- Observation, skill test, written test

**What type of scoring tools will be used for evaluation?**

- Analytic Rubric
- Holistic Rubric
- Criterion List  
X Checklist
BLUEPRINT FOR OTHER EVIDENCE

FIELD HOCKEY

What other evidence will be collected during this unit?

What will be assessed?

- X Skill
- X Understanding

How will evidence be collected?

- X Quiz/Test
- X Teacher notes

Other:

What type of assessments will be used?

- Selected Response
- Academic Response
- Brief Constructed Responses
- X Observation
- Work Sample
- Other:

What is the assessment’s purpose?

- Diagnostic
- Formative
- X Summative

Describe the assessments and state the prompts: Visual and verbal cues by the teacher.

What types of scoring tools will be used for evaluation?

- Analytic Rubric
- Holistic Rubric
- Criterion List
- X Checklist
- X Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

<table>
<thead>
<tr>
<th>Students will need to know…</th>
<th>Students will need to be able to…</th>
</tr>
</thead>
<tbody>
<tr>
<td>● How to dribble</td>
<td>● Perform dribbling and shooting skills in a modified game.</td>
</tr>
<tr>
<td>● Basic shooting skills</td>
<td></td>
</tr>
<tr>
<td>● Basic rules</td>
<td></td>
</tr>
</tbody>
</table>

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Warm-up with appropriate stretching
2. Safety check
3. Present / introduce lessons
4. Participate in modified and lead – up games
5. Assess student’s performance through games and partner activities
SUPPLEMENTAL RESOURCES

Books: Field Hockey: Steps to Success  by Elizabeth Anders
Field Hockey Training for Young Players: Introducing the Game to Young Players  by Josef Marx

Suggested Student Reading: The Ultimate Field Hockey Practice Plan by Beth Bozman

Manuals: Field Hockey Techniques and Tactics by Claire Mutchell-Taverner
Field Hockey Training: For Young Players by Josef Marx and Gunter Wagner
Computer Software: Field Hockey Practice Planner by Park Enterprises

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.fieldhockey.com
Unit Title: Soccer  
Grade Level/s: K-6

Subject/Topic Areas: History/Skills

Key Words: Kicking, Trapping, Heading, Passing, Throwing, Safety

Unit Designer/s: Health/PE Curriculum Committee  Time Frame: 4 weeks

School District: Eatontown Public Schools  School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.5 (Motor Skill Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C

3.MD.1 Tell and write to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

Standard 9.1 (21st Century 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.

Brief Summary of Unit

During the soccer unit students will get a brief description on the history of soccer, and develop the basic skills needed to play the sport. Students will have basic knowledge of offense, defense, position, rules and safety.
**IDENTIFY DESIRED RESULTS**

**SOCCER**

**What overarching understandings are desired?**
- Sports are a form of exercise.
- Teamwork is an essential part of team sports.
- Following rules is essential in sports and in life.
- Implementing basic strategies and concepts enhances the game

**What are the overarching “essential” questions?**
- How can sports keep me healthy?
- How will teamwork enhance the game?
- What basic concept or strategies will enhance the game?

**What will students understand as a result of this unit?**
- Skills:
  - Dribbling
  - Passing
  - Shooting
  - Heading
  - Trapping (Whole body)
  - Offensive/Defensive Concepts
  - Throwing
- Rules
  - Penalties
  - Safety
- Positions
  - Offense and Defense

**What “essential” and “unit” questions will focus this unit?**
- When do you perform:
  - corner
  - goal
  - penalty kick?
- What is the correct way to dribble, pass, shoot, head and trap the ball?
- What are the basic field positions in soccer?
What evidence will show that students understand soccer?

Performance Tasks, Projects

Practice:
- Skills:
  - Dribbling
  - Passing
  - Shooting
  - Heading
  - Trapping (Whole body)
  - Offensive/Defensive Concepts
  - Throwing
- Lead-up games
  - Line/number soccer
- Play modified regulation game

Quizzes, Tests, Academic Prompts

- Teacher Observations
- Written tests

Unprompted Evidence, Observations, Work Samples

- Teacher observations of students performing skills.

Student Self-Assessment

- Self-assess while executing tasks.
- Self-assess by asking questions.
**PERFORMANCE TASK BLUEPRINT**

**SOCCER**

**Task Title:** Soccer  
**Approximate Time Frame:** 4 weeks

**What desired understanding/content standards will be assessed through this task?**

<table>
<thead>
<tr>
<th>Standard 2.5 (Motor Skill Development)</th>
<th>All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</th>
<th>A-C</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.MD.1 Tell and write to the nearest minute and measure time intervals in minutes.</td>
<td>Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</td>
<td></td>
</tr>
<tr>
<td>Standard 9.1 (21st Century Life and Career Skills)</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

**What is the purpose of this assessment task?**  
X Formative  
Summative

**Through what authentic performance task will students demonstrate understanding?**

- Field Play
- Written Test

**What student products/performances will provide evidence of desired understandings?**

<table>
<thead>
<tr>
<th>Observation</th>
<th>Written Test</th>
<th>N/A</th>
</tr>
</thead>
</table>

**By what criteria will student products/performances be evaluated?**

Observations, written test, field play

**What type of scoring tools will be used for evaluation?**

- Analytic Rubric
- Holistic Rubric
- Criterion List
- X Checklist
What other evidence will be collected during this unit?

What will be assessed?
X Skill  X Understanding  List

How will evidence be collected?
X Quiz/Test  X Teacher notes  Assignment

Other:

What type of assessments will be used?
Selected Response
Academic Response
Brief Constructed Responses
X Observation
Work Sample
Other:

What is the assessment’s purpose?
Diagnostic  X Formative  Summative

Describe the assessments and state the prompts: Student will be able to identify field positions and participate at various skill levels of game play.

What types of scoring tools will be used for evaluation?
Analytic Rubric
Holistic Rubric
Criterion List
X Checklist
X Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

<table>
<thead>
<tr>
<th>Students will need to know…</th>
<th>Students will need to be able to…</th>
</tr>
</thead>
<tbody>
<tr>
<td>● how to dribble using both left &amp; right foot.</td>
<td>● perform basic dribbling and shooting skills in a modified game.</td>
</tr>
<tr>
<td>● basic dribbling skills</td>
<td></td>
</tr>
<tr>
<td>● basic rules</td>
<td></td>
</tr>
</tbody>
</table>

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Warm up with appropriate stretching
2. Safety check (sneakers)
3. Present/introduce lessons
4. Demonstrate skills
5. Review movement patterns integrating spatial awareness
6. Participate in modified and lead-up games
7. Assess student’s performance through games and partner activities
SUPPLEMENTAL RESOURCES

Books: Sports Rules Book by Hanlon

Suggested Student Reading: So You Wanna Learn The Basics of Soccer

Manuals: Ultimate Soccer Coaching 4 to 8 Years by VG Sports Inc.
SUPPLEMENTAL RESOURCES

Computer Software: FIFA Soccer by EA Sports

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.coachingsoccerforkids.com
www.howtoplaysoccer.com
Unit Title: Floor Hockey  

Grade Level/s: K-6  

Subject/Topic Areas: Offense/Defense  

Key Words: Pass, Shoot, Offense, Defense, Safety, Stick Handling, Grip  

Unit Designer/s: Health/PE Curriculum Committee  

Time Frame: 4 Weeks  

School District: Eatontown Public Schools  

School: Meadowbrook, Vetter, Woodmere  

Link to Content Standards/Interdisciplinary Standards  

Standard 2.5 (Motor Skill Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C  

3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units.  

Standard 9.1 (21st Century 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.  

Brief Summary of Unit  

During this unit students will be introduced to floor hockey and develop the basic skills needed to play this sport. Students will have knowledge of basic offense and defense. Safety and positions will also be introduced.
IDENTIFY DESIRED RESULTS

FLOOR HOCKEY

What overarching understandings are desired?

• Floor hockey is a form of exercise.
• Basic skills precede competition.
• Following rules is important in games and life.
• Safe use of equipment eliminates injuries.

What are the overarching “essential” questions?

• What are the basic skills of floor hockey?
• What are the rules of floor hockey?
• How can I play safely?

What will students understand as a result of this unit?

Students will understand…
• Knowledge of basic hockey skills
  - Dribbling
  - Passing
  - Shooting
  - Blocking
• Rules
  - Safety
  - Penalties
• Strategies
  - Offense/Defense

What “essential” and “unit” questions will focus this unit?

• How do I dribble, pass, and shoot?
• How do I stick handle safely and effectively?
What evidence will show that students understand floor hockey?

**Performance Tasks, Projects**

- Knowledge of basic hockey skills
  - Dribbling
  - Passing
  - Shooting
  - Blocking
- Rules
  - Safety
  - Penalties
- Strategies
  - Offense/Defense

**Quizzes, Tests, Academic Prompts**

- Teacher observations
- Written tests

**Unprompted Evidence, Observations, Work Samples**

- Teacher observation of students performing skills.

**Student Self-Assessment**

- Self-assess while executing tasks.
- Self-assess by asking questions.
**Task Title:** Floor Hockey  
**Approximate Time Frame:** 4 Weeks

### What desired understanding/content standards will be assessed through this task?

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5</td>
<td>All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C</td>
</tr>
<tr>
<td>3.MD.6</td>
<td>Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units.</td>
</tr>
<tr>
<td>9.1</td>
<td>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.</td>
</tr>
</tbody>
</table>

### What is the purpose of this assessment task?  
**X** Formative  
**Summative**

### Through what authentic performance task will students demonstrate understanding?

- Written Test
- Field Play

### What student products/performances will provide evidence of desired understandings?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>Written Test</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### By what criteria will student products/performances be evaluated?

Observations, written test and field play.

### What type of scoring tools will be used for evaluation?

- Analytic Rubric
- Holistic Rubric
- Criterion List
- **X** Checklist
BLUEPRINT FOR OTHER EVIDENCE

FLOOR HOCKEY

What other evidence will be collected during this unit?

What will be assessed?
X  Skill         X  Understanding        List

How will evidence be collected?
X  Quiz/Test     X  Teacher notes      Assignment

Other:

What type of assessments will be used?
Selected Response
Academic Response
Brief Constructed Responses
X  Observation
  Work Sample
Other:

What is the assessment’s purpose?
Diagnostic         X  Formative         Summative

Describe the assessments and state the prompts: Students will be able to pass, dribble, shoot, stay in position, defend and cooperate at various skill levels of game play.

What types of scoring tools will be used for evaluation?
Analytic Rubric
Holistic Rubric
Criterion List
X  Checklist
  Answer Key
**PLAN LEARNING EXPERIENCES AND INSTRUCTION**

**FLOOR HOCKEY**

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

<table>
<thead>
<tr>
<th>Students will need to know…</th>
<th>Students will need to be able to</th>
</tr>
</thead>
<tbody>
<tr>
<td>• how to dribble</td>
<td>• dribble</td>
</tr>
<tr>
<td>• how to pass</td>
<td>• pass</td>
</tr>
<tr>
<td>• how to shoot</td>
<td>• shoot</td>
</tr>
<tr>
<td>• how to block</td>
<td>• block</td>
</tr>
</tbody>
</table>

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Introduction:
   c. Safety
   d. Rules

2. Skills:
   a. Passing
   b. Dribbling
   c. Shooting
   d. Blocking

3. Defending

4. Game Play
SUPPLEMENTAL RESOURCES

Books:  Play by Play Hockey by Mike Foley and Andy King

Suggested Student Reading:  Hockey’s Young Superstars by Jeff Rudd

Manuals:  NIRSA Floor Hockey Rules and Official’s Manual by Jeff Dvorak
SUPPLEMENTAL RESOURCES

Computer Software: N/A

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.sonj.org/Program/Sports/FloorHockey.html
Unit Title: Basketball  
Grade Level/s: K-6

Subject/Topic Areas: Basic Skills, Basic Rules, Positions, History, Strategies

Key Words: Pass, Dribble, Shot, Offense, Defense, Safety

Unit Designer/s: Health/PE Curriculum Committee  
Time Frame: 4 weeks

School District: Eatontown Public Schools  
School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.5 (Motor Skill Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C

4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

Standard 9.1 (21st Century 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.

Brief Summary of Unit

During the basketball unit students will get a brief description on the history of basketball, and develop the basic skills needed to play the sport. Students will have knowledge of offensive and defensive strategies, as well as rules.
What overarching understandings are desired?

- Sports are a form of exercise.
- Teamwork is an essential part of team sports.
- Following rules is essential in sports and in life.
- Basic skills precede competition.

What are the overarching “essential” questions?

- How can sports keep me healthy?
- How will teamwork enhance the game?
- What basic skills should I know?

What will students understand as a result of this unit?

Students will understand…

- Skills:
  - Dribbling (right hand/left hand)
  - Passing (bounce, baseball, chest)
  - Shooting (lay-up, set shot, jump shot)
  - Offensive/Defensive Concepts

- Rules
  - Penalties
  - Safety

- Strategies
  - Offense and Defense

What “essential” and “unit” questions will focus this unit?

- Why is basketball a team sport?
- What is the difference between player to player defenses?
- When do you perform a foul shot, a fast break, a lay-up shot and a set shot?
What evidence will show that students understand basketball?

### Performance Tasks, Projects

<table>
<thead>
<tr>
<th>Practice:</th>
<th>Lead-up games</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Skills:</td>
<td>-slide line basketball</td>
</tr>
<tr>
<td>-Dribbling (right hand/left hand)</td>
<td>-team lay-ups</td>
</tr>
<tr>
<td>-Passing (bounce, baseball, chest)</td>
<td>-dribbling relays</td>
</tr>
<tr>
<td>-Shooting (lay-up, set shot, jump shot)</td>
<td>-knockout</td>
</tr>
<tr>
<td>-Offensive/Defensive Concepts</td>
<td>-around the world</td>
</tr>
<tr>
<td>● Strategies</td>
<td></td>
</tr>
<tr>
<td>-Play modified games</td>
<td></td>
</tr>
</tbody>
</table>

### Quizzes, Tests, Academic Prompts

- Teacher Observations
- Written tests
- Skills tests

### Unprompted Evidence, Observations, Work Samples

- Teacher observations of students performing skills.

### Student Self-Assessment

- Self-assess while executing skills.
- Self-assess by asking questions.
Task Title: Basketball  
Approximate Time Frame: 4 weeks

What desired understanding/content standards will be assessed through this task?

Standard 2.5 (Motor Skill Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C

4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

Standard 9.1 (21st Century 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.

What is the purpose of this assessment task?  
X Formative  
Summative

Through what authentic performance task will students demonstrate understanding?

- Teacher Observation of Play
- Dribbling and Shooting Skills
- Written Test

What student products/performances will provide evidence of desired understandings?

<table>
<thead>
<tr>
<th>Observation</th>
<th>Written Test</th>
<th>N/A</th>
</tr>
</thead>
</table>

By what criteria will student products/performances be evaluated?

Observations, skills test, written test

What type of scoring tools will be used for evaluation?

Analytic Rubric  
Holistic Rubric  
Criterion List  
X Checklist
**BLUEPRINT FOR OTHER EVIDENCE**

**BASKETBALL**

What other evidence will be collected during this unit?

<table>
<thead>
<tr>
<th>What will be assessed?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X Skill</td>
<td>X Understanding</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How will evidence be collected?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X Quiz/Test</td>
<td>X Teacher observation</td>
</tr>
</tbody>
</table>

Other:

<table>
<thead>
<tr>
<th>What type of assessments will be used?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Selected Response</td>
<td></td>
</tr>
<tr>
<td>Academic Response</td>
<td></td>
</tr>
<tr>
<td>Brief Constructed Responses</td>
<td></td>
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<tr>
<td>X Observation</td>
<td></td>
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<tr>
<td>Work Sample</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>What is the assessment’s purpose?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagnostic</td>
<td>Formative</td>
</tr>
</tbody>
</table>

Describe the assessments and state the prompts: Students will be able to pass, dribble, shoot, stay in position, defend and cooperate at various skill levels of game play.

<table>
<thead>
<tr>
<th>What types of scoring tools will be used for evaluation?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytic Rubric</td>
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</tr>
<tr>
<td>Holistic Rubric</td>
<td></td>
</tr>
<tr>
<td>X Criterion List</td>
<td></td>
</tr>
<tr>
<td>X Checklist</td>
<td></td>
</tr>
</tbody>
</table>
PLAN LEARNING EXPERIENCES AND INSTRUCTION

BASKETBALL

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- how to dribble using both left & right hand
- basic shooting skills
- basic rules

Students will need to be able to…
- perform basic dribbling and shooting skills in a modified game.

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Warm up with appropriate stretching
2. Safety check (sneakers)
3. Present/introduce lessons
4. Demonstrate personal/common space
5. Review movement patterns integrating spatial awareness
6. Participate in modified and lead-up games
7. Assess student’s performance through games and partner activities
SUPPLEMENTAL RESOURCES

Books:  Basketball Skills and Drills by Jerry Krause and Don Meyer
        Effective High/Low Post Player Moves by Theresa Grentz

Suggested Student Reading:  J is for Jump Shot: A Basketball Alphabet Edition 1 by
                              Michael Umler and Mark Braught
                              Basketball: A History of Hoops (The Watts History of Sports) by Mark Stewart

Manuals:  How Basketball Works By Keltie Thomas and Greg Hall
           Dean Smith’s Point Zone Defense by Dean Smith
SUPPLEMENTAL RESOURCES

Computer Software: Rules of the Game by Atari

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References:  www.jumpshotclub.com
www.nba.com
Unit Title: Bowling  
Grade Level/s: K-6

Subject/Topic Areas: Bowling

Key Words: Strike, Spare, Gutter, Foul, Split, Frame, Scoring

Unit Designer/s: Health/PE Curriculum Committee  
Time Frame: 4 Weeks

School District: Eatontown Public Schools  
School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.5 (Motor Skill Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C

3.MD.7 Relate area to the operations of multiplication and division. (a-d)

Standard 9.1 (21st Century 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.

Brief Summary of Unit

During the bowling unit, students will experience a lifetime sporting activity and develop skills necessary to actively participate in same. Students will develop knowledge of scoring, terminology and proper technique.
What overarching understandings are desired?
- Bowling is a lifetime individual and team sport.
- Fundamental math cross curriculum skills are incorporated into scoring.
- Implementing strategies and concepts enhances the student’s game.

What are the overarching “essential” questions?
- How can bowling at various ages enhance your well being?
- How can math skills aid in scoring calculations?
- How can refining your skills enhance your game?

What will students understand as a result of this unit?
- Skills:
  - Proper hand/finder position
  - Approach
  - Scoring
  - Etiquette
- Rules:
  - Safety
- Strategies

What “essential” and “unit” questions will focus this unit?
- How do I hold the ball?
- How do I approach the foul line?
- How do I keep score?
What evidence will show that students understand bowling?

**Performance Tasks, Projects**

Practice:
- **Skills:**
  - Hand positioning
  - Foot work
  - Approach
  - Spare/Split Conversion
  - Alternating Bowlers
- **Lead-up games**
  - Diagonal bowling
  - Pair bowling
  - Team bowling
- **Play modified game**

**Quizzes, Tests, Academic Prompts**

- Teacher Observations
- Written Homework
- Scoring Test

**Unprompted Evidence, Observations, Work Samples**

- Teacher observation of students performing skills.

**Student Self-Assessment**

Self-assess skills while participating in a game.
PERFORMANCE TASK BLUEPRINT

BOWLING

Task Title: Bowling     Approximate Time Frame: 4 Weeks

What desired understanding/content standards will be assessed through this task?

- Standard 2.5 (Motor Skill Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C
- 3.MD.7 Relate area to the operations of multiplication and division. (a-d)
- Standard 9.1 (21st Century 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.

What is the purpose of this assessment task? X Formative Summative

Through what authentic performance task will students demonstrate understanding?

- The ability to successfully score a game. Students will be able to demonstrate correct hand position, approach and delivery.

What student products/performances will provide evidence of desired understandings?

- Observation
- Written Test on scoring
- Correct Score Sheet

By what criteria will student products/performances be evaluated?

- Class observation, field trip, and written test

What type of scoring tools will be used for evaluation?

X Analytic Rubric Holistic Rubric Criterion List Checklist
**BLUEPRINT FOR OTHER EVIDENCE**

**BOWLING**

What other evidence will be collected during this unit?

<table>
<thead>
<tr>
<th>What will be assessed?</th>
<th>Skill</th>
<th>Understanding</th>
<th>List:</th>
</tr>
</thead>
</table>

How will evidence be collected?

<table>
<thead>
<tr>
<th>X Quiz/Test</th>
<th>Teacher notes</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Other:</td>
<td></td>
<td></td>
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</tbody>
</table>

What type of assessments will be used?

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<tr>
<th>Selected Response</th>
<th>Academic Response</th>
<th>Brief Constructed Responses</th>
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<tbody>
<tr>
<td>X Observation</td>
<td>Work Sample</td>
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</table>

What is the assessment’s purpose?

<table>
<thead>
<tr>
<th>Diagnostic</th>
<th>Formative</th>
<th>X Summative</th>
</tr>
</thead>
</table>

Describe the assessments and state the prompts: Students will be able to successfully score a game. In addition, students will be able to demonstrate correct hand position, approach and delivery during game play.

What types of scoring tools will be used for evaluation?

<table>
<thead>
<tr>
<th>Analytic Rubric</th>
<th>Holistic Rubric</th>
<th>Criterion List</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Checklist</td>
<td>Answer Key</td>
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</tr>
</tbody>
</table>

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PLAN LEARNING EXPERIENCES AND INSTRUCTION

BOYLING

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know...
- how to score a game.
- how to ¾ step approach.
- how to deliver the ball.
- how to engage in proper etiquette

Students will need to be able to...
- successfully score a game.
- exhibit correct ¾ step approach.
- correctly deliver the ball.
- exhibit proper etiquette.

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

Introduction:
- safety
- rules

Skills:
- approach
- hand position
- delivery
- strategy
- scoring
SUPPLEMENTAL RESOURCES

Books:  The Sports Rules Book by Hanlon
        Bowling Fundamentals by Michelle Mullen

Suggested Student Reading:  The New Bowlers Guide Book by Bowling Congress

Manuals/Videos:  Bowling Fun and Fundamentals for Boys and Girls b Ken Borden and Ken Yakobosky
SUPPLEMENTAL RESOURCES

Computer Software: N/A

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: Bowling Tips to Improve Your Game---www.bowling.com
Unit Title: Volleyball

Grade Level/s: 3,4,5,6

Subject/Topic Areas: Basic Skills, Basic Rules, Positions, History, Strategies

Key Words: Serve, Set, Volley, Bump, Rotation, Boundaries, Safety

Unit Designer/s: PE/Health Curriculum Committee  
Time Frame: 4 weeks

School District: Eatontown Public Schools  
School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.5 (Motor Skill Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.  A-C

4.G.1 (Geometry) Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

Standard 9.1 (21st Century 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.

Brief Summary of Unit

During the volleyball unit students will get a brief description on the history of volleyball, and develop the basic skills needed to play the sport. Students will have knowledge of basic strategies and spatial awareness on the court.]
What overarching understandings are desired?

- Sports are a form of exercise.
- Volleyball is a lifetime sport.
- Teamwork is an essential part of team sports.
- Following rules is essential in sports and in life.
- Basic skills precede competition.
- Spatial awareness on the court enhances the game.

What are the overarching “essential” questions?

- How can sports keep me healthy?
- How will team work enhance the game?
- What basic skills should I know?
- What is considered my own space?

What will students understand as a result of this unit?

Students will understand…

- Skills:
  - Serving
  - Setting
  - Digs
  - Rotation
  - Scoring
  - Safety
  - Spiking

- Rules
  - Violation
  - Scoring
  - Safety

- Strategies
  - Playing in your own position

What “essential” and “unit” questions will focus this unit?

- Why is volleyball a team sport?
- How do you score in volleyball?
- What are the rules in volleyball?
- When do you perform a serve and/or set?
- How and when do you rotate?
What evidence will show that students understand volleyball?

**Performance Tasks, Projects**

Practice:
- Skills:
  - Serving
  - Setting
  - Digs
  - Rotation
  - Scoring
  - Safety games
  - Spiking
- Lead-up games
  - Necombe
  - Deck Tennis
  - Beachball
  - Modified volleyball
- Strategies
  - Play modified games regulation games

**Quizzes, Tests, Academic Prompts**

- Teacher Observations
- Written tests or rules strategy and position
- Skills tests

**Unprompted Evidence, Observations, Work Samples**

- Teacher observations of students performing skills.

**Student Self-Assessment**

- Self-assess skills and strategies while playing the game.
- Self-assess by asking questions.
Performance Task Blueprint

Volleyball

Task Title: Volleyball  Approximate Time Frame: 4 weeks

What desired understanding/content standards will be assessed through this task?

| Standard 2.5 (Motor Skill Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C |
| 4.G.1 (Geometry) Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. |
| Standard 9.1 (21st Century 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. |

What is the purpose of this assessment task?  X Formative  Summative

Through what authentic performance task will students demonstrate understanding?

- Teacher Observation of Play
- Written Test

What student products/performances will provide evidence of desired understandings?

| Observation | Written Test | N/A |

By what criteria will student products/performances be evaluated?

Observations, skills test, written test

What type of scoring tools will be used for evaluation?

Analytic Rubric  Holistic Rubric  Criterion List  X Checklist
BLUEPRINT FOR OTHER EVIDENCE

VOLLEYBALL

What other evidence will be collected during this unit?

What will be assessed?
X Skill  X Understanding  List

How will evidence be collected?
X Quiz/Test  X Teacher observation  Assignment
Other:

What type of assessments will be used?
Selected Response  Academic Response  Brief Constructed Responses
X Observation  Work Sample  Other:

What is the assessment’s purpose?
Diagnostic  X Formative  Summative

Describe the assessments and state the prompts:  Students will be observed on their teamwork, sportsmanship, skills during play, and knowledge of rules during play.

What types of scoring tools will be used for evaluation?
X Checklist  X Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

<table>
<thead>
<tr>
<th>Students will need to know…</th>
<th>Students will need to be able to…</th>
</tr>
</thead>
<tbody>
<tr>
<td>● the rules of volleyball</td>
<td>● serve, volley, score, rotate and dig</td>
</tr>
<tr>
<td>● how to score</td>
<td>● volley</td>
</tr>
<tr>
<td>● positions</td>
<td>● score</td>
</tr>
<tr>
<td>● basic rules</td>
<td>● rotate</td>
</tr>
<tr>
<td></td>
<td>● dig</td>
</tr>
</tbody>
</table>

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Warm up with appropriate stretching
2. Safety check (sneakers)
3. Present/introduce lessons
4. Demonstrate personal/common space
5. Review movement patterns integrating spatial awareness
6. Participate in modified and lead-up games
7. Assess student’s performance through games and partner activities
SUPPLEMENTAL RESOURCES

Books:  Volleyball Skills and Drills by Jim Bertoli
        Coaching Volleyball by Kinda Asher

Suggested Student Reading:  Becoming a Champion Setter by John Dunning
                             Bump! Set! Spike!  You can Play Volleyball by Nick
                             Fauchald and Ronnie Rooney

Manuals:  The Volleyball Coaching Bible by Donald Shondell and Cecile Reynaud
**SUPPLEMENTAL RESOURCES**

<table>
<thead>
<tr>
<th>Computer Software:</th>
<th>N/A</th>
</tr>
</thead>
</table>

**Other References:**
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

**Web References:**
www.pecentral.org/websites/volleyball.com
www.bubbletoonia.com
Unit Title: Cooperative Learning

Grade Level/s: K-6

Subject/Topic Areas: Cooperative Games and Tasks

Key Words: Teamwork, Safety, Listening, Good Sportsmanship, Problem Solving

Unit Designer/s: PE/Health Curriculum Committee

Time Frame: 2 weeks each fall/spring

School District: Eatontown Public Schools

School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.5 (Motor Skill Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C

3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Standard 9.1 (21st Century 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.

Summary of Unit

In this Unit, students will be able to work together, and accept and reject ideas from each other. Students will also be able to appreciate sportsmanship and their individual accomplishments from cooperative tasks.
IDENTIFY DESIRED RESULTS

COOPERATIVE LEARNING

What overarching understandings are desired?

● Teamwork is important for group achievement.
● The ability to offer ideas and accept others’ ideas.
● The knowledge to reject other’s ideas properly.
● Working together in games relates to working together in life.

What are the overarching “essential” questions?

● How can I be a good teammate?
● How can I offer my ideas and accept others?
● How can I reject my teammates’ ideas properly?
● How does working together in gym relate to working together in class, life, etc.

What will students understand as a result of this unit?

Students will understand…
● how to work together and accept and reject ideas from each other.
● how to appreciate sportsmanship and their individual accomplishments from cooperative tasks.

What “essential” and “unit” questions will focus this unit?

● Why is sportsmanship important?
● How can idea exchanges benefit the team?
● What are proper ways to accept rejection?
● How can I learn how to win and how to lose?
What evidence will show that students understand cooperative learning?

**Performance Tasks, Projects**
- Students will accomplish a cooperative task.
- Students will show appreciation of sportsmanship.
- Students will create and offer ideas.
- Students will be able to accept and reject ideas from each other.
- Students will work together

**Quizzes, Tests, Academic Prompts**
- Task Cards
- Practical Assessment
- Visual and Verbal Cues

**Unprompted Evidence, Observations, Work Samples**
- Teacher Observation of students
  - working together cooperatively
  - displaying proper sportsmanship

**Student Self-Assessment**
- Peer/Self Evaluation of cooperation and good sportsmanship
Task Title: Cooperative Learning  Approximate Time Frame:  2 weeks fall/spring

What desired understanding/content standards will be assessed through this task?

Standard 2.5 (Motor Skill Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C

3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Standard 9.1 (21st Century 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.

What is the purpose of this assessment task?  Formative  X  Summative

Through what authentic performance task will students demonstrate understanding?

Students will participate in cooperative tasks.
Students will know what is meant by sportsmanship.
Students will demonstrate their ability to work together.

What student products/performances will provide evidence of desired understandings?

Demonstration  Participation in Tasks  N/A

By what criteria will student products/performances be evaluated?

Teacher Observation

What type of scoring tools will be used for evaluation?

Analytic Rubric  Holistic Rubric  Criterion List  X  Checklist
What other evidence will be collected during this unit?

What will be assessed?
- X Skill
- X Understanding

How will evidence be collected?
- Quiz/Test
- Teacher notes
- Assignment
- X Other: Teacher Observation and Team Assessment

What type of assessments will be used?
- Selected Response
- Academic Response
- Brief Constructed Responses
- X Observation
- Work Sample
- Other:

What is the assessment’s purpose?
- Diagnostic
- Formative
- X Summative

Describe the assessments and state the prompts: Visual and verbal prompts by teachers.

What types of scoring tools will be used for evaluation? N/A
- Analytic Rubric
- Holistic Rubric
- Criterion List
- X Checklist
- Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- how work cooperatively in a safe manner.

Students will need to be able to…
- perform various cooperative tasks safely in accordance with directions.

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Warm up with appropriate stretching
2. Present/introduce lesson – norms
3. Demonstration of components
4. Perform the component
5. Teacher analysis of performance
6. Teacher assessment
SUPPLEMENTAL RESOURCES

Books:  Pe4life: Developing and Promoting Quality Physical Education  By Phil Lawler

Suggested Student Reading:  Fun & Easy Games by Jody Brolsma and Jan Kershner

Manuals:  Best New Games by Dale LeFevre
          Everyone Wins!: Cooperative Games and Activities by Josette Luvmour and Sambhava Luvmour
SUPPLEMENTAL RESOURCES

Computer Software: N/A

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.pecentral.org/
Unit Title: Dance  

Grade Level/s: K-6  

Subject/Topic Areas: Group/Individual Dance, Rhythm, Locomotor and Non-locomotor movements  

Key Words: Rhythm, Movements, Forms of Dance, Listening Skills  

Unit Designer/s: PE/Health Curriculum Committee  

Time Frame: 4 weeks  

School District: Eatontown Public Schools  

School: Meadowbrook, Vetter, Woodmere  

Link to Content Standards/Interdisciplinary Standards  

Standard 2.5 (Motor Skill and Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C  

Standard 9.1 (21st Century 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.  

8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.  

Brief Summary of Unit  

During this unit students will be introduced to the many forms of dancing. They will improve interpersonal skills through dance, and combine movement to music. Rhythmic activities will also be introduced.
What overarching understandings are desired?

- Dancing is a form of exercise
- Following directions
- Listening skills
- Dancing is lifetime physical activity
- Dance is a social and individual activity.

What are the overarching “essential” questions?

- How can dance improve health?
- How can I learn to dance?
- How does dance improve interpersonal skills?
- What are the different types of dance?

What will students understand as a result of this unit?

Students will understand…

- locomotor and non-locomotor movements
- they will learn rhythmic skills.
- they will lean to respond to calls.
- they will learn coordination of movements.
- they will be exposed to different forms of dance.

What “essential” and “unit” questions will focus this unit?

- How can dance improve cardiovascular fitness?
- How do rhythmic activities relate to movement skills?
- How can dance improve coordination and listening skills?
- How can dance improve social skills?
- How can I learn different dances?
What evidence will show that students understand dance?

Performance Tasks, Projects

Practice:
- Skills:
  - Listening to music
  - Footwork
  - Combining the skill to music
  - Perform skills through rhythmic activities

Quizzes, Tests, Academic Prompts

- Teacher Observations
- Demonstration of dance to music

Unprompted Evidence, Observations, Work Samples

- Teacher observation of students performing different dances.

Student Self-Assessment

- Self-assess skills while dancing to music.
Task Title: Dance  Approximate Time Frame: 4 Weeks

What desired understanding/content standards will be assessed through this task?

| Standard 2.5 (Motor Skill and Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C |
| Standard 9.1 (21st Century 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. |
| 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge. |

What is the purpose of this assessment task?  Formative  X  Summative

Through what authentic performance task will students demonstrate understanding?

Teacher Observation of dancing to music

What student products/performances will provide evidence of desired understandings?

Observation  Dance Competition  N/A

By what criteria will student products/performances be evaluated?

Observations and student self-assessment

What type of scoring tools will be used for evaluation?

Analytic Rubric  Holistic Rubric  Criterion List  X  Checklist
**BLUEPRINT FOR OTHER EVIDENCE**

**DANCE**

What other evidence will be collected during this unit?

What will be assessed?
- X Skill
- X Understanding

List:

How will evidence be collected?
- Quiz/Test
- X Teacher notes
- Assignment

Other:

What type of assessments will be used?
- Selected Response
- Academic Response
- Brief Constructed Responses
- X Observation
- Work Sample
- Other:

What is the assessment’s purpose?
- Diagnostic
- X Formative
- Summative

Describe the assessments and state the prompts: Students will be able to listen to directions and perform calls in beat to the music.

What types of scoring tools will be used for evaluation?
- Analytic Rubric
- Holistic Rubric
- Criterion List
- X Checklist
- Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- How to perform various dance steps
- Coordination of dance to music
- How dance improves cardiovascular performance

Students will need to be able to…
- Perform dance steps
- Dance in step with music
- Socially interact with classmates in a dance situation

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Introduction
2. Safety procedures
3. Demonstrate steps
4. Combine steps
5. Walk through without music
6. Listen to music
7. Break down step sequence to music
8. Dance to the music
**SUPPLEMENTAL RESOURCES**

<table>
<thead>
<tr>
<th>Books</th>
<th>Teach the Children to Dance by Orlando Ceaser</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested Student Reading</td>
<td>I Hope You Dance by Mark Sanders</td>
</tr>
<tr>
<td></td>
<td>Collection of Dances for Children by M. Vick</td>
</tr>
<tr>
<td>Manuals</td>
<td>Get Ready to Dance (CD)</td>
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<td></td>
<td>All Time Favorite Dances (CD)</td>
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<td></td>
<td>Everybody Dance (CD)</td>
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<tr>
<td></td>
<td>Gotta Dance (CD)</td>
</tr>
</tbody>
</table>
### SUPPLEMENTAL RESOURCES

**Computer Software:** N/A

**Other References:**
- Understanding By Design, McTigh & Wiggins 1999
- Washington Public Schools
- Rhythm Stick Activities (CD)
- Lummi Sticks for Kids (CD)

**Web References:** http://www.dancecorner.com/teacher/index.html
Unit Title: Individual/Activity/Recreational Game  
Grade Level/s:  K-6

Subject/Topic Areas:  Box Ball, 4 Square, Target Skill, Speedball, Pickle Ball, Ping Pong, Bocce Ball, Frisbee and all other Recreation Game

Key Words:  Balls, Shuttlecocks, Bocce Ball, Golf, Nets, Rules, Safety

Unit Designer/s:  PE/Health Curriculum Committee  
Time Frame:  4 weeks

School District:  Eatontown Public Schools  
School:  Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.5 (Motor Skill and Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.  A-C

Standard 9.1 (21st Century 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.

Brief Summary of Unit

Students will participate in Individual Activity Recreational Games. The components include Box Ball, 4 Square, Target Skill Speedball, Pickle Ball, Ping Pong, Net Ball and Bocce Ball.
What overarching understandings are desired?

- An appreciation for activities
- Recreational games promote social skills and cooperation
- Recreational games provide opportunities for low keyed competition and enjoyable means to fitness

What will students understand as a result of this unit?

Students will understand...
- Basic rules of Box Ball and all Recreational Games
- Appreciation for team work and cooperation
- Safe play
- Understanding Basic Formations

What are the overarching “essential” questions?

- How do recreational games differ from team sports?
- What are the different recreational games?
- How do recreational skills promote social skills?
- In what ways do recreational games provide low key competition?

What “essential” and “unit” questions will focus this unit?

- What are the basic rules of Box Ball and Recreational Games?
- How can I appreciate team work and cooperation?
- How to play safely?
- What are basic formations?
What evidence will show that students understand individual/activity/recreational games?

**Performance Tasks, Projects**

Practice:
- Skills, hitting, throwing, catching, swinging
- Regulation game

**Quizzes, Tests, Academic Prompts**

Skill Tests:
- How many times can you hit the shuttlecock against wall?
- Who can hit the golf ball closest to the pin?
- Who can throw the Frisbee the closest to an object?

**Unprompted Evidence, Observations, Work Samples**

- Teacher observation of students performing skills.

**Student Self-Assessment**

- Self assess while performing tasks
- Self assess by asking questions.
**Task Title:** Individual/Activity/Recreational Games  
**Approximate Time Frame:** All Year

**What desired understanding/content standards will be assessed through this task?**

- Standard 2.5 (Motor Skill and Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C
- Standard 9.1 (21st Century 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.

**What is the purpose of this assessment task?**  
Formative  
Summative

**Through what authentic performance task will students demonstrate understanding?**

- Students will participate and follow the rules in various games.
- Students will practice good sportsmanship while participating in a game.

**What student products/performances will provide evidence of desired understandings?**

- Demonstration
- Participation in various games
- N/A

**By what criteria will student products/performances be evaluated?**

- Teacher Observation

**What type of scoring tools will be used for evaluation?**

- Analytic Rubric
- Holistic Rubric
- Criterion List  
- Checklist
What other evidence will be collected during this unit?

What will be assessed?
X Skill          X Understanding        List

How will evidence be collected?
Quiz/Test        Teacher notes        Assignment
X Other: Teacher Observation

What type of assessments will be used?
Selected Response
Academic Response
Brief Constructed Responses
X Observation
Work Sample
Other:

What is the assessment’s purpose?
X Diagnostic        Formative        Summative

Describe the assessments and state the prompts: Teacher Observation during participation in games.

What types of scoring tools will be used for evaluation?
X Analytic Rubric
Holistic Rubric
Criterion List
Checklist
Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
• how to follow directions
• how to apply the rules of the game in the activity

Students will need to be able to…
• perform the activity/games with rules outlined
• demonstrate good sportsmanship in activities/game

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Warm up with appropriate stretching
2. Safety
3. Present/Introduce/Demonstrate lesson/game
4. Discuss sportsmanship
5. Participation in game
6. Teacher observation of game and student performance
7. Assess student performance by observation
SUPPLEMENTAL RESOURCES

Books:  Handbook of Recreational Games by Neva Boyd
        Coed Recreational Games by John Byl

Suggested Student Reading:  Great Big Book of Children’s Games by Debra Wise

Manuals:  The Recreation Handbook: 342 Games and Other Activities for Teams and Individuals by McFarland
SUPPLEMENTAL RESOURCES

Computer Software: N/A

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.yourdiversions.com
Unit Title: Softball/Wiffle Ball          Grade Level/s: K-6

Subject/Topic Areas: History/Hitting/Fielding Strategies

Key Words: Throw, Catch, Fielding, Hitting

Unit Designer/s: PE/Health Curriculum Committee       Time Frame: 4 weeks

School District: Eatontown Pubic Schools   School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.5 (Motor Skill Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C

4.NF.5 (Number and Operations-Fractions) Express a fraction with a denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, 3/10 as 30/100, and 3/10 + 4/100 = 34/100.

Standard 9.1 (21st Century 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.

Brief Summary of Unit

During the softball/wiffle ball unit, students will get a brief description of the history of waffle ball/softball and develop the basic skills to play the sport. Students will have knowledge of hitting, fielding, base running, throwing and catching as well as rules and positions.
IDENTIFY DESIRED RESULTS

SOFTBALL/WIFFLE BALL

What overarching understandings are desired?
- Basic skills precede competition.
- Softball is directly related to baseball.
- Softball and wiffle ball have rules.
- Proper precaution relating to equipment eliminates injuries.

What are the overarching “essential” questions?
- What basic skills do I need to know?
- How does softball and wiffle ball relate to baseball?
- What are the rules of softball and wiffle ball?
- What safety precautions should I know?

What will students understand as a result of this unit?
Students will understand…
- Skills:
  - Throwing
  - Catching (grounders/fly balls)
  - Batting
  - Underhand pitching
  - Base running
- Basic rules:
  - Force outs
  - Tag outs
  - Sacrifice fly
  - Catcher’s position
  - Lead up games
  - Kick ball
  - T Ball
  - Actual games
  - Softball/Wiffle Ball w/Tee w/o Tee

What “essential” and “unit” questions will focus this unit?
- What are the rules?
- Where are the bases?
- What is the importance of safety?
- How to properly run the bases when the ball is in play?
DETERMINE ACCEPTABLE EVIDENCE

SOFTBALL/WIFFLE BALL

1. Skills:
   - Throwing
   - Catching (grounders/fly balls)
   - Batting
   - Underhand pitching
   - Base running

2. Basic Rules:
   - Force Outs
   - Tag Outs
   - Sacrifice Fly
   - Catcher’s Position
   - Lead up games
   - Kick ball
   - T Ball
   - Actual games
   - Softball/Wiffle Ball w/Tee w/o Tee

Quizzes, Tests, Academic Prompts

- Teacher Observations
- Written Tests
- Skill Tests

Unprompted Evidence, Observations, Work Samples

Teacher observations of students performing skills.

Student Self-Assessment

Self-assess while executing tasks.
Self-assess by asking questions.
**Task Title:** Softball/Wiffle Ball  
**Approximate Time Frame:** 4 weeks

**What desired understanding/content standards will be assessed through this task?**

- Standard 2.5 (Motor Skill Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C

- 4.NF.5 (Number and Operations-Fractions) Express a fraction with a denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, 3/10 as 30/100, and 3/10 + 4/100= 34/100.

- Standard 9.1 (21st Century 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.

**What is the purpose of this assessment task?**  
- X Formative  
- Summative

**Through what authentic performance task will students demonstrate understanding?**

- Throwing Skills  
- Batting Skills  
- Catching Skills  
- Fielding Skills  
- Base running  
- Written Test

**What student products/performances will provide evidence of desired understandings?**

- Observation  
- Written Test  
- N/A

**By what criteria will student products/performances be evaluated?**

- Observations, skill test, written test

**What type of scoring tools will be used for evaluation?**

- Analytic Rubric  
- Holistic Rubric  
- Criterion List  
- X Checklist
What other evidence will be collected during this unit?

What will be assessed?
X Skill  X Understanding  List:

How will evidence be collected?
X Quiz/Test  X Teacher notes  Assignment

Other:

What type of assessments will be used?
Selected Response
Academic Response
Brief Constructed Responses
X Observation
Work Sample
Other:

What is the assessment’s purpose?
Diagnostic  Formative  X Summative

Describe the assessments and state the prompts: Students will be able to hit, catch, throw and field the ball safely and properly.

What types of scoring tools will be used for evaluation?
Analytic Rubric
Holistic Rubric
Criterion List
X Checklist
X Answer Key
### PLAN LEARNING EXPERIENCES AND INSTRUCTION

#### SOFTBALL/WIFFLE BALL

**Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?**

<table>
<thead>
<tr>
<th>Students will need to know…</th>
<th>Students will need to be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Throwing</td>
<td>● Throw</td>
</tr>
<tr>
<td>● Catching (grounders/fly balls)</td>
<td>● Catch</td>
</tr>
<tr>
<td>● Batting</td>
<td>● Bat</td>
</tr>
<tr>
<td>● Underhand pitching</td>
<td>● Pitch</td>
</tr>
<tr>
<td>● Base running</td>
<td>● Run bases</td>
</tr>
</tbody>
</table>

**What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?**

1. Warm up with appropriate stretching
2. Safety check (sneakers)
3. Present/introduce lessons
4. Demonstrate personal/common space
5. Review movement patterns integrating spatial awareness
6. Participate in modified and lead-up games
7. Assess student’s performance through games and partner activities
## SUPPLEMENTAL RESOURCES

**Books:** Softball Everyone by Doug DeMichele and David Majski

**Suggested Student Reading:** Softball Fundamentals by Rick Noren  
Mom, Can You Teach Me How To Hit by Bobby Woods

**Manuals:** Softball Skills and Drills by Judy Garman
SUPPLEMENTAL RESOURCES

Computer Software: N/A

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.howtoplaybettersoftball.com
www.letsplaysoftball.com/_21k
Unit Title: Tennis  
Grade Level/s: 4-6

Subject/Topic Areas: Basic Skills, Basic Rules, History, Strategies

Key Words: Forehand, Backhand, Overhead, Serve, Scoring, Lob, Safety, Volley

Unit Designer/s: PE/Health Curriculum Committee  Time Frame: 4 Weeks

School District: Eatontown Public Schools  School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.5 (Motor Skill Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C

4.G.1 (Geometry) Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

Standard 9.1 (21st Century 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.

Brief Summary of Unit

During this unit students will be introduced to tennis. Students will be given a brief description of the history of tennis and develop the basic skills need to play this sport. Students will have knowledge of strategies and rules.
# IDENTIFY DESIRED RESULTS

## TENNIS

### What overarching understandings are desired?
- Tennis is a form of exercise.
- Basic skills precede competition.
- Following rules is important in games and life.
- Safe use of equipment eliminates injuries.

### What are the overarching “essential” questions?
- What are the basic skills of tennis?
- What are the rules of tennis?
- How can I play safely?

### What will students understand as a result of this unit?
- **Skills:**
  - Forehand
  - Backhand
  - Overhead
  - Lob
  - Serve
  - Volley
- **Rules:**
  - Safety
  - Game Play
  - Scoring

### What “essential” and “unit” questions will focus this unit?
- Why is tennis both an individual and dual sport?
- How do you use each swing?
- When do you perform an overhead?
- How do you serve the ball?
- What is the proper return of service?
What evidence will show that students understand tennis?

**Performance Tasks, Projects**

**Practice:**
- Skills:
  - Serve
  - Forehand
  - Backhand
  - Overhead
  - Lob
  - Volley
- Lead-up games;
  - Tennis volley ball
  - Tennis relay
  - Tennis baseball
- Rules
  - Safety
- Strategies

**Quizzes, Tests, Academic Prompts**

- Teacher Observation
- Skill Test
- Written Test

**Unprompted Evidence, Observations, Work Samples**

- Teacher observation of students performing skills.

**Student Self-Assessment**

- Self-assess while executing tasks.
- Self-assess by asking questions.
Task Title: Tennis  
Approximate Time Frame: 4 Weeks

What desired understanding/content standards will be assessed through this task?

Standard 2.5 (Motor Skill Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C

4.G.1 (Geometry) Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

Standard 9.1 (21st Century 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.

What is the purpose of this assessment task?  
X Formative  
Summative

Through what authentic performance task will students demonstrate understanding?

- Teacher Observation of Play
- Written Test
- Court Play

What student products/performances will provide evidence of desired understandings?

Observation  
Written Test  
Skill Test

By what criteria will student products/performances be evaluated?

Observations, skill test, written test and court play.

What type of scoring tools will be used for evaluation?

Analytic Rubric  
Holistic Rubric  
Criterion List  
X Checklist
What other evidence will be collected during this unit?

What will be assessed?
X Skill  X Understanding  List:

How will evidence be collected?
X Quiz/Test  X Teacher notes  Assignment

Other:

What type of assessments will be used?
Selected Response
Academic Response
Brief Constructed Responses
X Observation
Work Sample
Other:

What is the assessment’s purpose?
Diagnostic  X Formative  X Summative

Describe the assessments and state the prompts: Students will be able to perform forehand, backhand, and serve. Knowledge of rules, scoring and strategy will be introduced.

What types of scoring tools will be used for evaluation?
Analytic Rubric
Holistic Rubric
Criterion List
X Checklist
Answer Key
**PLAN LEARNING EXPERIENCES AND INSTRUCTION**

**TENNIS**

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

<table>
<thead>
<tr>
<th>Students will need to know…</th>
<th>Students will need to be able to…</th>
</tr>
</thead>
<tbody>
<tr>
<td>● basic tennis skills</td>
<td>● perform basic skills</td>
</tr>
<tr>
<td>● basic tennis rules</td>
<td>● play according to rules</td>
</tr>
</tbody>
</table>

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Introduction
2. Safety procedures
3. Warm up exercises
4. Present/introduce lessons
5. Demonstrate skills
6. Participate in lead-up games
7. Assess student performance through teacher observation.
SUPPLEMENTAL RESOURCES

Books:  Tennis Everyone by M.B. Chafin and Clancy Moore
         Tennis: The Game for Any Age by M.L. Johnson, Dickie Hill, and Kory Hill

Suggested Student Reading:  The Inner Game of Tennis by Timothy Gallwey

Manuals:  Tennis For Dummies by Patrick McEnroe, Peter Borlo, and John McEnroe
SUPPLEMENTAL RESOURCES

Computer Software: N/A

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools
Easy Tennis (DVD)

Web References: www.usta.com
Unit Title: Lacrosse  
Grade Level/s: 3-8

Subject/Topic Areas: Basic Skills, Basic Rules, Positions, History and Strategies

Key Words: Throwing, Catching, Scooping, Cradling, Stick, Check

Unit Designer/s: PE/Health Curriculum Committee  
Time Frame: 2 weeks fall/spring

School District: Eatontown Public Schools  
School: Elementary/Middle

Link to Content Standards/Interdisciplinary Standards

Standard 2.5 (Motor Skill Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C

Standard 9.1 (21st Century 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.

Standard 2.6 (Fitness) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Brief Summary of Unit

Students will be introduced to basic skills and strategies of the game of lacrosse. They will learn positions, rules, skills, and overall game play.
IDENTIFY DESIRED RESULTS

LACROSSE

What overarching understandings are desired?

- Sports are a form of exercise.
- Teamwork is an essential part of team sports.
- Following rules are essential in sports and life.
- Implementing strategies and concepts enhance competition.
- Basic skills come prior to competition.

What are the overarching “essential” questions?

- How can sports keep you healthy.
- How will teamwork enhance the game.
- What strategies and concepts enhance the game.
- What are the rules of lacrosse.

What will students understand as a result of this unit?

Students will understand…

- Skills:
  - Throwing
  - Scooping
  - Shooting
  - Cradling
- Safety
- Positions
- Rules

What “essential” and “unit” questions will focus this unit?

- What are the positions?
- Why is it important to learn the skills?
- What are some important strategies?
What evidence will show that students understand lacrosse?

Performance Tasks, Projects

- Students will be able to show an understanding of basic skills by demonstrations in lead up activities before game play.
- During game play, students will demonstrate basic knowledge of strategies by competing in a regulation game.

Quizzes, Tests, Academic Prompts

- Observations
- Skills tests
- Written tests

Unprompted Evidence, Observations, Work Samples

- Teacher observations during skills practice.
- Participation in game play.

Student Self-Assessment

- Success in skills practice
- Able to compete in basic game play.
LACROSSE

Task Title:  Lacrosse  
Approximate Time Frame:  4 Weeks

What desired understanding/content standards will be assessed through this task?

- Standard 2.5 (Motor Skill Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.  A-C

- Standard 9.1 (21st Century 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.

- Standard 2.6 (Fitness) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

What is the purpose of this assessment task?  
X Formative    Summative

Through what authentic performance task will students demonstrate understanding?

Students will engage in basic skills as well as simple game play.

What student products/performances will provide evidence of desired understandings?

- Observations during skills practice.
- Observation of game play.
- N/A

By what criteria will student products/performances be evaluated?

Observations and skills tests.

What type of scoring tools will be used for evaluation?

Analytic Rubric    Holistic Rubric    Criterion List    X Checklist
What other evidence will be collected during this unit?

What will be assessed?
X Skill
X Understanding
List

How will evidence be collected?
X Quiz/Test
X Teacher notes
Assignment
Other:

What type of assessments will be used?
X Selected Response
X Academic Response
  Brief Constructed Responses
X Observation
  Work Sample
Other:

What is the assessment’s purpose?
Diagnostic
X Formative
Summative

Describe the assessments and state the prompts: Students will be able to perform in a regulation game understanding basic skills and strategies.

What types of scoring tools will be used for evaluation?
Analytic Rubric
Holistic Rubric
Criterion List
X Checklist
Answer Key
PLAN LEARNING EXPERIENCES AND INSTRUCTION

LACROSSE

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- basic skills of the game.
- of the game.

Students will need to be able to…
- perform skills of Lacrosse
- play a regulation game.

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Introduction
   - Safety
   - Rules
   - Warm-ups
2. Skills
   - Throwing
   - Catching
   - Passing
   - Shooting
   - Cradling
3. Understanding of basic strategies
4. Teacher observation of game and student performance
SUPPLEMENTAL RESOURCES


Suggested Student Reading: Winning Lacrosse Skills and Drills for the Beginning Player by Jeff Tambroni

Manuals: Coaching Youth Lacrosse Second Edition by American Sport Education Program.
SUPPLEMENTAL RESOURCES

Computer Software: N/A

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: US Lacrosse Website www.lacrosse.org
Education World; STXBall Soft Lacrosse
Unit Title: Taking Care of our Body  
Grade Level/s: K

Subject/Topic Areas: Personal Health

Key Words: Germs, sunburn, sunscreen, teeth, floss, dentist, wellness

Unit Designer/s: PE/Health Curriculum Committee  
Time Frame: 4-6 weeks

School District: Eatontown Public Schools  
School: Vetter, Meadowbrook, Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.1.2 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. A 1-2, D 1-3

Standard 9.1 (21st Century 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.

8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Brief Summary of Unit

Students will recognize the importance of keeping clean and explain methods that control the spread of germs. They will realize the importance of protecting skin throughout life; identify the importance of caring for their teeth; identify common illnesses; understand ways to prevent illness and control the way germs are spread; and identify appropriate attire for weather and sports.
IDENTIFY DESIRED RESULTS

Taking Care of Our Body

What overarching understandings are desired?

- A healthy body needs proper rest
- Daily bathing and grooming keeps you healthy and reduces the spread of germs
- Visiting the dentist is an important part of proper health
- Personal health may be affected by weather conditions

What are the overarching “essential” questions?

- Why is rest essential to keep the body healthy?
- What personal health habits should you maintain to keep your body healthy?
- How can you keep your teeth healthy?
- Why should you protect yourself from weather conditions?

What will students understand as a result of this unit?

Students will understand…

- Why rest is important
- The importance of protecting skin
- The knowledge of germs and how they spread
- The importance of and ways to care for teeth

What “essential” and “unit” questions will focus this unit?

- What are some reasons to stay clean?
- What would you use to protect yourself from the sun?
- When should you brush your teeth?
- What happens when you visit the dentist?
- What does it mean to be sick?
- How can germs be spread?
- What are ways to prevent illnesses?
What evidence will show that students understand how to take care of the body?

Performance Tasks, Projects

- Healthy Habits: Create a class checklist of healthy habits (ex. Brushing teeth, washing hands, etc.). Distribute list to students and have them complete the checklist each day for a week to assess personal health habits.

- Dress for the Weather: Students will color and cut out various articles of clothing appropriate to different weather conditions (sunny, rainy, cold, snowy). They will attach the appropriate articles of clothing for the weather conditions onto a paper cutout of a person.

Quizzes, Tests, Academic Prompts

Writing prompt: Using the Dress for Weather project (see above) students will state the reason why they chose the appropriate attire for the weather.

Unprompted Evidence, Observations, Work Samples

- Teacher observation
- Class participation
- Cooperative group activity and work samples.

Student Self-Assessment

- Self-assess health habits checklist
- Self-assess steps you take to keep well.
Task Title: Hand Washing

Approximate Time Frame: 20 minutes

What desired understanding/content standards will be assessed through this task?

- Standard 2.1.2 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. A 1-2, D 1-3
- Standard 9.1 (21st Century 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.
- 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

What is the purpose of this assessment task?  X  Formative  Summative

Through what authentic performance task will students demonstrate understanding?

Following a presentation by a health professional (ex. dentist, hygienist, certified school nurse), students will demonstrate the ability to wash their hands effectively to reduce the spread of germs.

What student products/performances will provide evidence of desired understandings?

Personal demonstrations  N/A  N/A

By what criteria will student products/performances be evaluated?

Teacher will observe proper techniques.

What type of scoring tools will be used for evaluation?

Analytic Rubric  X Holistic Rubric  Criterion List  X Checklist
Taking Care of Our Body

What other evidence will be collected during this unit?

What will be assessed?
X Skill  X Understanding  List

How will evidence be collected?
Quiz/Test  Teacher notes  X Assignment
X Other: Writing prompt

What type of assessments will be used?
X Selected Response
Academic Response
Brief Constructed Responses
X Observation
X Work Sample
X Other: Demonstrations

What is the assessment’s purpose?
Diagnostic  X Formative  X Summative

Describe the assessments and state the prompts:
- Writing Prompt
- Demonstration

What types of scoring tools will be used for evaluation?
Holistic Rubric
X Checklist
X Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- Why rest is important
- The importance of protecting skin
- How germs are spread
- Ways to care for teeth

Students will need to be able to…
- List reasons why rest is important
- Describe ways to care for their skin
- Wash hands properly
- Identify proper dental care

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan the chapter to assess prior knowledge
2. Preview vocabulary words
3. Read and discuss selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through performance task, class discussions, and various cross-curricular activities
5. Complete writing prompt and share with class
6. Complete text review and assessment pages
SUPPLEMENTAL RESOURCES

Books: Why Should I Wash My Body?: And Other Questions about Keeping Clean and Healthy (Body Matters) by Louise A. Spilsbury

Suggested Student Reading: Keeping Your Body Clean (Healthy Habits) by Mary Elizabeth Salzmann

Manuals: Why Should I Wash My Body?: And Other Questions about Keeping Clean and Healthy (Body Matters) by Louise A. Spilsbury
SUPPLEMENTAL RESOURCES

Computer Software: Health for Kids Series by Global Marketing Partners

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References:  www.kidshealth.org
                 www.bam.gov
                 www.kidshealth.org
Unit Title: My Growth and Development  Grade Level/s: K

Subject/Topic Areas: Body structure, function, growth

Key Words: Senses, grow, bones, muscles, body parts (head, eyes, ears, etc)

Unit Designer/s: PE/Health Curriculum Committee  Time Frame: 2 weeks

School District: Eatontown Public Schools  School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

- Standard 2.1.2 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. A1-2
- Standard 2.4.2 (Human Relationships and Sexuality) All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. B1
- Standard 9.1 (21st Century 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.
- 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Brief Summary of Unit

In this unit, children will identify and use the 5 senses. They will explore the changes in living things as they grow. Students will identify basic body organs and functions.
What overarching understandings are desired?

- Your 5 senses help you learn about the world.
- Living things grow and change.
- Bones and muscles help your body move.
- Food helps the body grow.
- Children look and grow in different ways.

What are the overarching “essential” questions?

- How do you use your senses?
- What happens when you grow?
- How do your bones and muscles help you move?
- Why does your body need food?
- How do children grow and develop?

What will students understand as a result of this unit?

Students will understand...
- 5 senses are sight, hearing, smell, taste, and touch
- Body parts associated with each sense
- How the body grows and changes in many ways
- Bones and muscles hold up the body and help you move.
- The body digests needs food to get energy
- Children grow and develop differently

What “essential” and “unit” questions will focus this unit?

- What are the 5 senses?
- What body parts do you use to see, hear, taste, smell, and feel?
- What are some ways you may grow and change?
- How do muscles and bones work together?
- How does the body use food?
- How do humans develop and care for their offspring?
What evidence will show that students understand how the body grows and changes?

- **My Body** – With a partner or group, work together to trace body outlines. Draw and label parts of the body. (Ex. eyes, nose, mouth, bones, muscles, ears etc.)

- **I’m Special** – Draw a self-portrait. Label body parts. (arms, legs, eyes, ears, nose, hair) Write a several sentences describing what you look like.

**Quizzes, Tests, Academic Prompts**

- Written Quizzes
- Written Tests
- Writing Prompt: Caring for Others – Draw a picture of yourself taking care of a younger person.

**Unprompted Evidence, Observations, Work Samples**

- Teacher Observation
- Cooperative Group activity and work samples
- Class Participation

**Student Self-Assessment**

- Self-Assess Body Outline
- Self-Assess how you’ve grown and changed
Task Title: My Body  
Approximate Time Frame: 42 minutes

What desired understanding/content standards will be assessed through this task?

- Standard 2.1.2 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. A1-2
- Standard 2.4.2 (Human Relationships and Sexuality) All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. B1
- Standard 9.1 (21st Century 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.
- 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

What is the purpose of this assessment task?  
X Formative  
Summative

Through what authentic performance task will students demonstrate understanding?

By tracing their actual body and drawing and labeling the parts, students will identify proper anatomical placement.

What student products/performances will provide evidence of desired understandings?

- Completed body outlined with labels
- Student drawings
- N/A

By what criteria will student products/performances be evaluated?

Proper anatomical placement

What type of scoring tools will be used for evaluation?

- Analytic Rubric  
X Holistic Rubric  
Criterion List  
X Checklist
## BLUEPRINT FOR OTHER EVIDENCE

### My Growth and Development

**What other evidence will be collected during this unit?**

<table>
<thead>
<tr>
<th>What will be assessed?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X Skill</td>
<td>X Understanding</td>
</tr>
</tbody>
</table>

### How will evidence be collected?

<table>
<thead>
<tr>
<th>How will evidence be collected?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X Quiz/Test</td>
<td>Teacher notes</td>
</tr>
</tbody>
</table>

- Other: Writing Prompt

### What type of assessments will be used?

<table>
<thead>
<tr>
<th>What type of assessments will be used?</th>
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</thead>
<tbody>
<tr>
<td>X Selected Response</td>
<td></td>
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<tr>
<td>Academic Response</td>
<td></td>
</tr>
<tr>
<td>Brief Constructed Responses</td>
<td></td>
</tr>
<tr>
<td>X Observation</td>
<td></td>
</tr>
<tr>
<td>X Work Sample</td>
<td></td>
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</tbody>
</table>

- Other:

### What is the assessment’s purpose?

<table>
<thead>
<tr>
<th>What is the assessment’s purpose?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagnostic</td>
<td>X Formative</td>
</tr>
</tbody>
</table>

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**Describe the assessments and state the prompts:**

- Written quizzes and tests
- Writing Prompt
- Performance Tasks

### What types of scoring tools will be used for evaluation?

<table>
<thead>
<tr>
<th>What types of scoring tools will be used for evaluation?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytic Rubric</td>
<td></td>
</tr>
<tr>
<td>X Holistic Rubric</td>
<td></td>
</tr>
<tr>
<td>Criterion List</td>
<td></td>
</tr>
<tr>
<td>X Checklist</td>
<td></td>
</tr>
</tbody>
</table>

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Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…

- The 5 senses
- How the body parts associated with each sense
- The body grows and changes in many ways
- The bones and muscles help you move.
- The body digests food to get energy.
- Children grow and develop differently

Students will need to be able to…

- Identify the 5 senses as sight, hearing, smell, taste, and touch.
- Identify the body parts associated with each sense
- Explain how the body grows and changes in many ways
- Identify the different body systems and their functions

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan the chapter to assess prior knowledge
2. Preview vocabulary words
3. Read and discuss selections from the health textbook
4. Demonstrate an understanding of vocabulary and concepts through performance task, class discussions, and various cross-curricular activities
5. Complete a writing prompt and share with class
6. Complete text review and assessment pages
SUPPLEMENTAL RESOURCES

Books: Me and My Amazing Body by Joan Sweeney and Annette Cable

Suggested Student Reading: Amazing You: Getting Smart About Your Private Parts by Gail Saltz and Lynne Avril Cravath

Manuals: Harcourt Health and Fitness
SUPPLEMENTAL RESOURCES

Computer Software:  My Body, Myself by JC Research

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References:  www.eatontown.eboard.com
Unit Title: Food and Your Health  
Grade Level/s: K

Subject/Topic Areas: Health, Food, and Nutrition

Key Words: Diet, healthy, nutrition, meals, foods

Unit Designer/s: PE/Health Curriculum Committee  
Time Frame: 4 weeks

School District: Eatontown Public Schools  
School: Meadowbrook, Vetter, and Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.1.2 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. B1-3

Standard 9.1 (21st Century 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.

8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Brief Summary of Unit

Students will examine the value of their food choices to maintain a healthy lifestyle. Students will discover how to choose healthful meals and snacks. They will recognize the importance of safe food handling. They will understand the importance of trying new foods.
IDENTIFY DESIRED RESULTS

Food and Your Health

What overarching understandings are desired?

- 3 balanced meals & healthy snacks are important for a healthy body.
- A balanced meal contains certain types of food.
- Proper food handling keeps food safe to eat.

What are the overarching “essential” questions?

- What are healthy snacks and meals?
- Why is it important to handle food safely?
- Why is it important to try new foods?

What will students understand as a result of this unit?

Students will:

- recognize nutritional value of foods
- recognize importance of healthy meals
- recognize the importance of trying new foods

What “essential” and “unit” questions will focus this unit?

- What are examples of healthy meals and healthy snacks?
- Why do you need to eat different kinds of foods?
- What are some steps in handling food safely?
**DETERMINE ACCEPTABLE EVIDENCE**

**Food and Your Health**

What evidence will show that students understand how food is important to health?

**Performance Tasks, Projects**

- **Food Find**: Using magazines, newspapers, and illustrations, students will make a collage of healthy foods and snacks.

**Quizzes, Tests, Academic Prompts**

- **Writing Prompts**: Students will draw and label a healthy snack.

**Unprompted Evidence, Observations, Work Samples**

- Class participation
- Teacher observations of students during work on the performance tasks

**Student Self-Assessment**

- Self-Assess personal eating habits
**PERFORMANCE TASK BLUEPRINT**

**Food and Your Health**

**Task Title:** Food Find  
**Approximate Time Frame:** 30 min.

**What desired understanding/content standards will be assessed through this task?**

- Standard 2.1.2 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. B1-3
- Standard 9.1 (21st Century 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.
- 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

**What is the purpose of this assessment task?**  
X Formative  X Summative

**Through what authentic performance task will students demonstrate understanding?**

Students will cut out healthy food pictures to create an individual collage.

**What student products/performances will provide evidence of desired understandings?**

| Individual Food collage | N/A | N/A |

**By what criteria will student products/performances be evaluated?**

Pictures will depict healthy food choices.

**What type of scoring tools will be used for evaluation?**

Analytic Rubric  X Holistic Rubric  Criterion List  X Checklist
BLUEPRINT FOR OTHER EVIDENCE

Food and Your Health

What other evidence will be collected during this unit?

What will be assessed?

- X Skill
- X Understanding
- List

How will evidence be collected?

- Quiz/Test
- X Teacher notes
- X Assignment

- X Other: Writing prompt

What type of assessments will be used?

- Selected Response
- Academic Response
- X Brief Constructed Responses
- X Observation
- X Work Sample
- Other:

What is the assessment’s purpose?

- X Diagnostic
- X Formative
- X Summative

Describe the assessments and state the prompts:

- Writing Prompt
- Performance Task

What types of scoring tools will be used for evaluation?

- X Analytic Rubric
- X Checklist
- Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

**Students will need to know…**
- Nutritional value of foods
- The importance of healthy meals
- The importance of trying new foods

**Students will need to be able to…**
- Identify foods of non-nutritional value
- Recognize a healthy meal
- Recognize the importance of trying new foods

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan the chapter to assess prior knowledge
2. Preview vocabulary words
3. Read and discuss selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through performance task, class discussions, and various cross-curricular activities
5. Complete writing prompt and share with class
6. Complete text review and assessment pages
SUPPLEMENTAL RESOURCES


Suggested Student Reading: Showdown At The Food Pyramid by Rex Barron

SUPPLEMENTAL RESOURCES

Computer Software: My Body, Myself by JC Research

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.eatontownschools.eboard.com
Unit Title: Keeping Safe

Grade Level/s: K

Subject/Topic Areas: Injury Prevention and Safety

Key Words: Crosswalks, safety, injury, strangers, fire safety, personal space

Unit Designer/s: PE/Health Curriculum Committee

Time Frame: 4 weeks

School District: Eatontown Public Schools

School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.1.2 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. D1-3

Standard 9.1 (21st Century 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.

8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Brief Summary of Unit

In this unit, students will identify ways to keep safe. They will discuss staying safe in the home, at school, and in their community. They will know personal information such as address and phone number. They will be able to demonstrate and explain ways to prevent injuries, simple first aid procedures, and safe and appropriate behavior when interacting with strangers. They will understand “good/safe touch”, “bad/unsafe touch”, and “confusing touch”.

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### IDENTIFY DESIRED RESULTS

#### Keeping Safe

**What overarching understandings are desired?**
- Adults you know and trust can provide safety.
- Certain parts of your body are private to touching by others.
- Fire can be dangerous.
- How and when should you use 911?

**What are the overarching “essential” questions?**
- Who are the adults you trust?
- What is “good/bad/confusing” touching?
- What are the dangers with playing with fire?
- How do you keep safe in your community?
- When should you call 911?

**What will students understand as a result of this unit?**
- Identify trusted adults
- Identify good and bad touching
- Demonstrate/identify fire safety procedures
- Demonstrate how to react in a crisis.

**What “essential” and “unit” questions will focus this unit?**
- Who are trusted adults?
- When would you speak to a trusted adult?
- How do keep safe in case of a fire?
- Where is your meeting place if there is a fire?
- What parts of your body are private to touching by others?
What evidence will show that students understand safety?

Performance Tasks, Projects

Role Playing: Students will demonstrate appropriate responses to the following teacher prompted situations.
- Stop, Drop, and Roll
- Stranger Safety

Quizzes, Tests, Academic Prompts

- Written quizzes/tests
- Writing Prompt: Draw and label a picture depicting one of the role playing situations.

Unprompted Evidence, Observations, Work Samples

- Informal teacher observations of students in role playing situations.
- Classroom participation.

Student Self-Assessment

Self-assess personal safety skills.
### PERFORMANCE TASK BLUEPRINT

**Keeping Safe**

**Task Title:** Role Playing  
**Approximate Time Frame:** 20 minutes

**What desired understanding/content standards will be assessed through this task?**

<table>
<thead>
<tr>
<th>Standard 2.1.2  (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. D1-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 9.1 (21st Century 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.</td>
</tr>
<tr>
<td>8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.</td>
</tr>
</tbody>
</table>

**What is the purpose of this assessment task?**  
X Formative  
X Summative

**Through what authentic performance task will students demonstrate understanding?**

Students will role play safety and emergency situations.

**What student products/performances will provide evidence of desired understandings?**

| Demonstrations | Illustrations | N/A |

**By what criteria will student products/performances be evaluated?**

- Demonstrations will indicate appropriate procedures to follow in emergency situations.
- Illustrations will have appropriate labels.

**What type of scoring tools will be used for evaluation?**

Analytic Rubric  
X Holistic Rubric  
Criterion List  
X Checklist
BLUEPRINT FOR OTHER EVIDENCE

Keeping Safe

What other evidence will be collected during this unit?

What will be assessed?
- Skill
- Understanding

How will evidence be collected?
- Quiz/Test
- Teacher notes
- Assignment
- Other: Steps to Respect
  - Second Step

What type of assessments will be used?
- Selected Response
- Academic Response
- Brief Constructed Responses
- Observation
- Work Sample
- Other: Demonstrations

What is the assessment’s purpose?
- Diagnostic
- Formative
- Summative

Describe the assessments and state the prompts:
- Written Quizzes and tests
- Writing Prompts
- Role playing

What types of scoring tools will be used for evaluation?
- Answer Key
- Holistic Rubric
- Criterion List
- Checklist
PLAN LEARNING EXPERIENCES AND INSTRUCTION

Keeping Safe

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

<table>
<thead>
<tr>
<th>Students will need to know…</th>
<th>Students will need to be able to…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who are trusted adults</td>
<td>Identify trusted adults</td>
</tr>
<tr>
<td>What is good and bad touching</td>
<td>Identify good and bad touching</td>
</tr>
<tr>
<td>Appropriate fire safety procedures</td>
<td>Demonstrate/identify fire safety procedures</td>
</tr>
<tr>
<td>How to react in a crisis.</td>
<td>Demonstrate how to react in a crisis</td>
</tr>
</tbody>
</table>

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan the chapter to assess prior knowledge
2. Preview vocabulary words
3. Read and discuss selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through role playing class discussions and various cross-curricular activities
5. Complete writing prompt and share with class
6. Complete text review and assessment pages
SUPPLEMENTAL RESOURCES

Books: The Safety Book for Active Kids: Teaching Your Child How to Avoid Everyday Dangers by Linda Schwartz and Beverly Armstrong

Suggested Student Reading: I Can Be Safe: A First Look at Safety by Pat Thomas and Lesley Harker

SUPPLEMENTAL RESOURCES

Computer Software: Health for Kids Series by Global Marketing Partners

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.eatontownschools.eboard.com
Unit Title: We All Have Feelings

Grade Level/s: K

Subject/Topic Areas: Social and Emotional Health

Key Words: Special, feelings, angry, friend, respect, polite, bullying

Unit Designer/s: PE/Health Curriculum Committee

Time Frame: 4 weeks

School District: Eatontown Public Schools

School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.1.2 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. E1-3

Standard 2.2.2 (Integrated Skills) All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. A-E

Standard 9.1 (21st Century 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.

8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Brief Summary of Unit

In this unit, students will identify ways that each individual is special. They will be able to express their emotions, wants, and needs in appropriate ways. They will describe how to form and keep friendships. Students will explore how to communicate respectfully.
# IDENTIFY DESIRED RESULTS

## We All Have Feelings

### What overarching understandings are desired?
- Managing emotions is an important part of our well being and directly affects health.
- Positive interpersonal relationships are an ongoing process.

### What are the overarching “essential” questions?
- What are emotions?
- How do emotions affect us?
- How should we treat others?
- What are basic needs?
- What is bullying?

### What will students understand as a result of this unit?
Students will be able to:
- Identify ways people are special
- Recognize importance of respect
- Express emotions appropriately

### What “essential” and “unit” questions will focus this unit?
- What does it mean to be special?
- How are individuals special?
- What does special mean?
- How do you appropriately show emotions?
- What is anger?
- What is a friend?
- What do friends do together?
- What does respect mean?
- How can you be polite?
- What is a want?
- What is a need?
- What does a bully do to others?
- What should you do if you are bullied?
We All Have Feelings

What evidence will show that students understand feelings?

Performance Tasks, Projects

- My Feelings (wants or needs): Students will illustrate and label a want and a need.
- Role Play: Students will demonstrate appropriate responses to a teacher prompted situation.

Quizzes, Tests, Academic Prompts

- Writing Prompt: Draw and label 5 different feelings
- Written Quizzes (as appropriate)
- Written tests (as appropriate)

Unprompted Evidence, Observations, Work Samples

- Informal teacher observations of students in unstructured situations.
- Classroom participation.

Student Self-Assessment

Self-Assessment:
- What makes you special?
- Did I respond correctly to given situations?
Task Title: A Want or Need?  
Approximate Time Frame: 20 minutes

What desired understanding/content standards will be assessed through this task?

- Standard 2.1.2 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. E1-3
- Standard 2.2.2 (Integrated Skills) All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. A-E
- Standard 9.1 (21st Century 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.
- 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

What is the purpose of this assessment task?  
Formative X Summative

Through what authentic performance task will students demonstrate understanding?

Students will discuss the wants and needs portrayed in their illustrations.

What student products/performances will provide evidence of desired understandings?

- Illustrations
- Demonstrations
- N/A

By what criteria will student products/performances be evaluated?

- Illustrations will be appropriately labeled want or need.
- Demonstrations will show appropriate reactions/feelings for given situations.

What type of scoring tools will be used for evaluation?

- Analytic Rubric
- Holistic Rubric
- Criterion List
- Checklist

PERFORMANCE TASK
BLUEPRINT

We All Have Feelings

Students will discuss the wants and needs portrayed in their illustrations.

Illustrations

Demonstrations

N/A

Checklist

Analytic Rubric

Holistic Rubric

Criterion List

Checklist
BLUEPRINT FOR OTHER EVIDENCE

We All Have Feelings

What other evidence will be collected during this unit?

What will be assessed?
X Skill  X Understanding  List

How will evidence be collected?
X Quiz/Test  Teacher notes  X Assignment

X Other: Writing Prompt

What type of assessments will be used?
X Selected Response
   Academic Response
   Brief Constructed Responses
X Observation
X Work Sample
X Other: Demonstration

What is the assessment’s purpose?
Diagnostic  X Formative  X Summative

Describe the assessments and state the prompts:
- Written quizzes and tests (as appropriate)
- Writing prompts and illustrations

What types of scoring tools will be used for evaluation?
Analytic Rubric
X Holistic Rubric
X Criterion List
X Checklist
X Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- How to identify ways people are special
- How to recognize importance of respect
- How to express emotions appropriately

Students will need to be able to…
- Identify what it means to be special
- Discuss how are individuals special
- Recognize what special means
- How to appropriately show emotions
- Discuss anger
- Discuss what a friend is
- Tell what friends do together
- Tell what respect means
- Demonstrate how to be polite
- Discuss wants and needs

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan the chapter to assess prior knowledge
2. Preview vocabulary words
3. Read and discuss selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through role playing class discussions and various cross-curricular activities
5. Complete writing prompt and share with class
6. Complete text review and assessment pages
SUPPLEMENTAL RESOURCES

Books: Double-Dip Feelings: Stories to Help Children Understand Emotions by Barbara S. Cain and Anne Patterson

Suggested Student Reading: The Feelings Book by Todd Parr
The Pigeon Has Feelings, Too! by Mo Willems

Manuals: Harcourt Health and Fitness
SUPPLEMENTAL RESOURCES

Computer Software: My Body, Myself by JC Research

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.education-world.com/a_tsl/archives/03-1/lesson026.shtml
www.eatontownschools.eboard.com
Unit Title: Chemical Substances  
Grade Level/s: K

Subject/Topic Areas: Medicines and other drugs

Key Words: Medicines, harmful, helpful, poisons

Unit Designer/s: PE/Health Curriculum Committee  
Time Frame 4 weeks

School District: Eatontown Public Schools  
School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.3.2 (Drugs and Medicines) All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to a healthy, active lifestyle. A1-2, B1-5, C1-2

Standard 9.1 (21st Century 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.

8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Brief Summary of Unit

In this unit, students will describe what a medicine is and how to take it safely. They will identify people from whom they can take medicines. They will identify substances that can be poisonous.
# IDENTIFY DESIRED RESULTS

## Chemical Substances

### What overarching understandings are desired?
- Medicines cause changes in the way the body and/or mind work.
- Medicines are taken to help your body.
- Check with a trusted adult before taking any medicines or substances.

### What are the overarching “essential” questions?
- What is medicine?
- How do medicines affect your body and mind?
- Who should you ask before taking any medicine?

### What will students understand as a result of this unit?
Students will be able to:
- Discuss what a medicine is and how to take it safely
- Identify people from whom they can take medicine.
- Identify poisons in your environment

### What “essential” and “unit” questions will focus this unit?
- What is a medicine and how do you take it safely?
- Who should you take medicines from?
- What are poisons in your home?
**DETERMINE ACCEPTABLE EVIDENCE**

### Chemical Substances

What evidence will show that students understand medicines and poisons?

**Performance Tasks, Projects**

Role Playing: Students will demonstrate appropriate responses to the following teacher prompted situations.
- Utilize applicable Steps to Respect and Second Step Role playing scenarios.

**Quizzes, Tests, Academic Prompts**

Writing Prompt – Students will be able to create a poster depicting helpful and harmful substances.

**Unprompted Evidence, Observations, Work Samples**

- Informal teacher observations of students in role playing situations.
- Classroom participation

**Student Self-Assessment**

- Self-Assess poster
- Self-Assess proper usage of medicines
Task Title: Helpful/Harmful Poster        Approximate Time Frame: 20 minutes

What desired understanding/content standards will be assessed through this task?

- Standard 2.3.2 (Drugs and Medicines) All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to a healthy, active lifestyle. A1-2, B1-5, C1-2
- Standard 9.1 (21st Century 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.
- 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

What is the purpose of this assessment task? X Formative  X Summative

Through what authentic performance task will students demonstrate understanding?

Students will create a “Helpful/Harmful” poster.

What student products/performances will provide evidence of desired understandings?

Illustrations: N/A

Demonstrations

By what criteria will student products/performances be evaluated?

Poster will classify products appropriately.
Role playing will demonstrate appropriate responses relating medicines.

What type of scoring tools will be used for evaluation?

Analytic Rubric  Holistic Rubric  Criterion List  X Checklist
BLUEPRINT FOR OTHER EVIDENCE

Chemical Substances

What other evidence will be collected during this unit?

What will be assessed?
X Skill  X Understanding  List

How will evidence be collected?
X Quiz/Test  X Teacher notes  X Assignment
X Other: Poster

What type of assessments will be used?
X Selected Response
X Academic Response
X Brief Constructed Responses
X Observation
X Work Sample
X Other: Second Step, Steps to Respect

What is the assessment’s purpose?
X Diagnostic  X Formative  X Summative

Describe the assessments and state the prompts:
  • Poster

What types of scoring tools will be used for evaluation?
Analytic Rubric
Holistic Rubric
Criterion List
PLAN LEARNING EXPERIENCES AND INSTRUCTION

Chemical Substances

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- What a medicine is and how to take it safely.
- People they can take medicine from.
- Poisons in their environment.

Students will need to be able to…
- Identify a medicine and how to take it.
- Name people to take medicine from.
- Identify poisons.

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Preview vocabulary words
2. Scan the chapter to assess prior knowledge
3. Read and discuss selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through role playing class discussions and various cross-curricular activities
5. Complete poster and share with class
6. Complete text review and assessment pages
SUPPLEMENTAL RESOURCES

Books:  Good Drug and the Bad Drug by John S. Marr

Suggested Student Reading:  It's Ok to Say No to Drugs: How to Say No (It's Ok to Say No) by Susan Amerikaner

SUPPLEMENTAL RESOURCES

Computer Software: My Body, Myself by JC Research

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.eatontownschools.eboard.com
 UNIT  Taking Care of our Body  COVER

PAGE

**Unit Title:** Taking Care of our Body  
**Grade Level/s:** 1

**Subject/Topic Areas:** Personal Health

**Key Words** Germs, sunburn, sunscreen, advertisements, primary teeth, permanent teeth, floss, dentist, dental hygienists, health care products, ill, disease, virus, bacteria, vaccines, allergy, conflict, responsibility, communicate

**Unit Designer/s:** PE/Health Curriculum Committee  
**Time Frame:** 4-6 weeks

**School District:** Eatontown Public Schools  
**School:** Vetter, Meadowbrook, Woodmere

**Link to Content Standards/Interdisciplinary Standards**

- Standard 2.1.2 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. A 1-2, C 1-3
- Standard 9.1 (21st Century 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.
- 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

**Brief Summary of Unit**

Students will recognize the importance of keeping clean and explain methods that control the spread of germs. They will realize the importance of protecting skin throughout life; evaluate advertisements and recognize resources associated with health issues; identify the different types of teeth and the importance of caring for them; identify common illnesses, their symptoms, and the types of germs that cause them; understand ways to prevent illness and control the way germs are spread.
IDENTIFY DESIRED RESULTS

Taking Care of Our Body

What overarching understandings are desired?
- A healthy body needs proper rest.
- Daily bathing and grooming keeps you healthy and reduces the spread of germs.
- Visiting the dentist is an important part of proper health.
- Personal health may be affected by weather conditions.

What are the overarching “essential” questions?
- Why is rest essential to keep the body healthy?
- What personal health habits should you maintain to keep your body healthy?
- How can you keep your teeth healthy?
- Why should you protect yourself from weather conditions?

What will students understand as a result of this unit?

Students will understand…
- Why rest is important
- The importance of protecting skin
- The knowledge of germs and how they spread
- The importance of and ways to care for teeth

What “essential” and “unit” questions will focus this unit?
- What are some reasons to stay clean?
- What would you use to protect yourself from the sun?
- How can an advertisement affect the decision to buy a product?
- When should you brush your teeth?
- What happens when you visit the dentist?
- What does it mean to be ill?
- How can germs be spread?
- What are ways to prevent illnesses?
Taking Care of Our Body

What evidence will show that students understand how to take care of the body?

Performance Tasks, Projects

- Counting Teeth: Students will count and record how many primary and permanent teeth they have. The class will create a graph and revise throughout the year as children lose primary and grow permanent teeth.

- Healthy habits: Create a class checklist of healthy habits (ex. brushing teeth, washing hands, etc.). Distribute list to students and have them complete the checklist each day for a week to assess personal health habits.

Quizzes, Tests, Academic Prompts

- Written quizzes
- Written tests
- Writing prompt: Make book- Draw pictures of some things you do to stay well. Write a sentence about each picture.

Unprompted Evidence, Observations, Work Samples

- Teacher observation
- Class participation
- Cooperative group activity and work samples.

Student Self-Assessment

- Self-assess health habits checklist
- Self-assess steps you take to keep well.
**Performance Task Blueprint**

**Taking Care of Our Body**

**Task Title:** Dental Hygiene  
**Approximate Time Frame:** 30 minutes

**What desired understanding/content standards will be assessed through this task?**

- Standard 2.1.2 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. A 1-2, C 1-3
- Standard 9.1 (21st Century 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.
- 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

**What is the purpose of this assessment task?**  
X Formative  
Summative

**Through what authentic performance task will students demonstrate understanding?**

Following a presentation by a health professional (ex. dentist, hygienist, certified school nurse), students will demonstrate the ability to brush/floss their teeth effectively to maintain proper dental hygiene.

**What student products/performances will provide evidence of desired understandings?**

- Dental model/toothbrush
- Personal demonstrations
- N/A

**By what criteria will student products/performances be evaluated?**

Teacher will observe proper techniques (such as hold, placement and execution).

**What type of scoring tools will be used for evaluation?**

- Analytic Rubric
- X Holistic Rubric
- Criterion List
- X Checklist
What other evidence will be collected during this unit?

What will be assessed?

- Skill
- Understanding
- List

How will evidence be collected?

- Quiz/Test
- Teacher notes
- Assignment
- Other: Writing prompt

What type of assessments will be used?

- Selected Response
- Academic Response
- Brief Constructed Responses
- Observation
- Work Sample
- Other: Demonstrations

What is the assessment’s purpose?

- Diagnostic
- Formative
- Summative

Describe the assessments and state the prompts:

- Written quizzes and tests
- Writing Prompt
- Demonstration

What types of scoring tools will be used for evaluation?

- Checklist
- Holistic Rubric
- Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…  
- Why rest is important  
- The importance of protecting skin  
- How germs are spread  
- Ways to care for teeth

Students will need to be able to…  
- List reasons why rest is important  
- Describe ways to care for their skin  
- Wash hands properly  
- Demonstrate proper dental care

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan the chapter to assess prior knowledge  
2. Preview vocabulary words  
3. Read and discuss selections from health textbook  
4. Demonstrate an understanding of vocabulary and concepts through performance task, class discussions, and various cross-curricular activities  
5. Complete writing prompt and share with class  
6. Complete text review and assessment pages
SUPPLEMENTAL RESOURCES

Books: Why Should I Wash My Body?: And Other Questions about Keeping Clean and Healthy (Body Matters) by Louise A. Spilsbury

Suggested Student Reading: Keeping Your Body Clean (Healthy Habits) by Mary Elizabeth Salzmann

SUPPLEMENTAL RESOURCES

Computer Software: Health for Kids Series by Global Marketing Partners

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References:  www.kidshealth.org
                 www.bam.gov
                 www.kidshealth.org
Unit Title: My Growth and Development  

Grade Level/s: 1

Subject/Topic Areas: Body Structure, function, growth

Key Words: Senses, grow, skeleton, muscles, digest, lungs, goal, honest

Unit Designer/s: PE/Health Curriculum Committee  

Time Frame: 2 weeks

School District: Eatontown Public Schools  

School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.1.2 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. A1-2

Standard 2.4.2 (Human Relationships and Sexuality) All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. B1, C1

Standard 9.1 (21st Century 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.

8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Brief Summary of Unit

In this unit, children will identify and use the 5 senses. They will explore the changes in living things as they grow. Major body systems and organs and their functions will be identified, and students will learn how they work together. Students will explain the physical differences and similarities of the genders.
IDENTIFY DESIRED RESULTS

My Growth and Development

What overarching understandings are desired?

- Your 5 senses help you learn about the world.
- Living things grow, change, and develop.
- The skeletal system helps your body move.
- The digestive system digests food.
- The respiratory system helps you breathe.
- The circulatory system moves blood through your body.

What are the overarching “essential” questions?

- How do your senses help you find out about the world?
- How do you use your senses?
- What happens when you grow?
- What do your skeleton and muscles do?
- Why does your body digest food?
- How do your heart and blood vessels move blood through your body?
- How do children grow and develop?

What will students understand as a result of this unit?

Students will understand...
- The 5 senses and the parts associated with each
- How the body grows and changes in many ways
- Skeleton holds up the body and muscles help you move.
- The body digests food to get energy.
- The lungs take what the body needs from the air
- The heart helps the blood vessels carry blood to all parts of the body
- Where babies develop

What “essential” and “unit” questions will focus this unit?

- What are the 5 senses?
- What body parts do you use to see, hear, taste, smell, and feel?
- What are some ways you may grow and change?
- How do muscles work together?
- Why does your body digest food?
- What body parts do you use to breathe?
- How does exercise help your heart?
- Where do babies develop?
What evidence will show that students understand how the body grows and changes?

**Performance Tasks, Projects**

- My Body – With a partner or group, work together to trace body outlines. Draw and label parts of the skeletal, muscular, digestive, respiratory, and circulatory systems.

- Tasty Taste Buds - Bring in small samples of sweet, salty, sour, and bitter foods for children to taste. Draw a picture of each food and label it with its taste.

**Quizzes, Tests, Academic Prompts**

- Written Quizzes
- Written Tests
- Writing Prompt: Life Story – Draw pictures of yourself at different ages. What memory do you have of each age, and how have you changed.

**Unprompted Evidence, Observations, Work Samples**

- Teacher Observation
- Cooperative Group activity and work samples
- Class Participation

**Student Self-Assessment**

- Self assess your Body Outline
- Self assess how you’ve grown and changed
**PERFORMANCE TASK BLUEPRINT**

**My Growth and Development**

**Task Title:** My Body  
**Approximate Time Frame:** 42 minutes

**What desired understanding/content standards will be assessed through this task?**

- **Standard 2.1.2 (Wellness)** All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. A1-2
- **Standard 2.4.2 (Human Relationships and Sexuality)** All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. B1, C1
- **8.1 (Educational Technology)** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

**What is the purpose of this assessment task?**  
X Formative  
Summative

**Through what authentic performance task will students demonstrate understanding?**

- By tracing their actual body and drawing and labeling the parts, students will identify proper anatomical placement.

**What student products/performances will provide evidence of desired understandings?**

| Completed body outlined with labels | N/A | N/A |

**By what criteria will student products/performances be evaluated?**

- Proper anatomical placement

**What type of scoring tools will be used for evaluation?**

| Analytic Rubric | X Holistic Rubric | Criterion List | X Checklist |
BLUEPRINT FOR OTHER EVIDENCE

My Growth and Development

What other evidence will be collected during this unit?

What will be assessed?
X Skill X Understanding

How will evidence be collected?
X Quiz/Test Teacher notes X Assignment
X Other: Writing Prompt

What type of assessments will be used?
X Selected Response
   Academic Response
   Brief Constructed Responses
X Observation
X Work Sample
Other:

What is the assessment’s purpose?
Diagnostic X Formative X Summative

Describe the assessments and state the prompts:
- Written quizzes and tests
- Writing Prompt
- Performance Task

What types of scoring tools will be used for evaluation?
Analytic Rubric
X Holistic Rubric
Criterion List
X Checklist
Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- The 5 senses
- How the body parts associated with each sense
- The body grows and changes in many ways
- The skeleton holds up the body muscles help you move
- The body digests food to get energy.
- The lungs take what the body needs from the air
- The heart helps the blood vessels carry blood to all parts of the body

Students will need to be able to…..
- Identify the 5 senses as sight, hearing, smell, taste, and touch
- Identify the body parts associated with each sense
- Explain how the body grows and changes in many ways
- Identify the different body systems and their functions

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan the chapter to assess prior knowledge
2. Preview vocabulary words
3. Read and discuss selections from the health textbook
4. Demonstrate an understanding of vocabulary and concepts through performance task, class discussions, and various cross-curricular activities
5. Complete a writing prompt and share with class
6. Complete text review and assessment pages
SUPPLEMENTAL RESOURCES

Books: Me and My Amazing Boy by Joan Sweeny and Annette Cable

Suggested Student Reading: Amazing You: Getting Smart About Your Private Parts by Gail Saltz and Lynne Avril Cravath

Manuals: Harcourt Health and Fitness
SUPPLEMENTAL RESOURCES

Computer Software: My Body, Myself by JC Research

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.eatontown.eboard.com
Unit Title: Food and Your Health

Grade Level/s: 1

Subject/Topic Areas: Health, Food, and Nutrition

Key Words: Food guide pyramid, diet, healthy, food labels, nutrition

Unit Designer/s: PE/Health Curriculum Committee

Time Frame: 4 weeks

School District: Eatontown Public Schools

School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.1.2 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. B1-3

Standard 9.1 (21st Century 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.

8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Brief Summary of Unit

Students will examine the value of their food choices to maintain a healthy lifestyle. Students will discover how to choose healthful meals and snacks with appropriate servings according to the Food Guide Pyramid. Students will learn how to identify food labels to make healthy decisions. They will recognize the importance of safe food handling.
What overarching understandings are desired?

- 3 balanced meals & healthy snacks are important for a healthy body
- A balanced meal contains certain types and amounts of food
- Ads influence food choices
- Proper food handling keeps food safe to eat.

What will students understand as a result of this unit?

Students will:
- identify food groups on the food guide pyramid
- recognize nutritional value of foods
- recognize importance of planning and preparing healthy meals
- discuss ways ads can affect food choices

What are the overarching “essential” questions?

- What is a balanced meal?
- What are the food groups in the Food Guide Pyramid?
- How are food labels helpful?
- How are you influenced by food ads?
- Why is it important to handle food safely?

What “essential” and “unit” questions will focus this unit?

- What are examples of balanced meals and healthy snacks?
- Why do you need to eat foods from all groups within the food guide period?
- What are groups in the food guide pyramid?
- Why is reading food labels important?
- What should you watch and listen for in food ads?
- What are some steps in handling food safely?
What evidence will show that students understand how food is important to health?

Performance Tasks, Projects

- Food Find: Using magazines, newspapers, and illustrations, students will construct an individual food pyramid.

- Label Detectives: Students will bring in various food labels to help them choose helpful foods.

Quizzes, Tests, Academic Prompts

- Written Quizzes
- Written Tests
- Writing Prompts: Students will write a recipe.

Unprompted Evidence, Observations, Work Samples

- Cooperative Group work
- Class participation
- Teacher observations of students during work on the performance tasks

Student Self-Assessment

- Self Assess food guide pyramid
- Self Assess personal eating habits
PERFORMANCE TASK
BLUEPRINT

Food and Your Health

Task Title: Food Find  Approximate Time Frame: 30 min. and out of class time

What desired understanding/content standards will be assessed through this task?

- Standard 2.1.2 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. B1-3
- Standard 9.1 (21st Century 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.
- 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

What is the purpose of this assessment task?  Formative  X  Summative

Through what authentic performance task will students demonstrate understanding?

- Students will place cut out food pictures appropriately on their individual food pyramids.

What student products/performances will provide evidence of desired understandings?

- Individual Food Pyramid  N/A  N/A

By what criteria will student products/performances be evaluated?

- Pictures will be placed on the appropriate food group within individual pyramid.

What type of scoring tools will be used for evaluation?

- Analytic Rubric  X  Holistic Rubric  Criterion List  X  Checklist

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## Food and Your Health

**What other evidence will be collected during this unit?**

### What will be assessed?

<table>
<thead>
<tr>
<th>Skill</th>
<th>Understanding</th>
<th>List</th>
</tr>
</thead>
</table>

### How will evidence be collected?

<table>
<thead>
<tr>
<th>Quiz/Test</th>
<th>Teacher notes</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
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</table>

<table>
<thead>
<tr>
<th>Other: Writing prompt</th>
</tr>
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<tbody>
<tr>
<td>X</td>
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### What type of assessments will be used?

<table>
<thead>
<tr>
<th>Selected Response</th>
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</thead>
<tbody>
<tr>
<td>Academic Response</td>
</tr>
<tr>
<td>Brief Constructed Responses</td>
</tr>
<tr>
<td>Observation</td>
</tr>
<tr>
<td>Work Sample</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Other:</th>
</tr>
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</table>

### What is the assessment’s purpose?

<table>
<thead>
<tr>
<th>Diagnostic</th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
</table>

### Describe the assessments and state the prompts:

- Written quizzes and tests
- Writing Prompt
- Performance Task

### What types of scoring tools will be used for evaluation?

Analytic Rubric

* X Checklist
* X Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

**Students will need to know…**  
- food groups on the food guide pyramid  
- nutritional value of foods  
- the importance of planning and preparing healthy meals  
- ways ads can affect food choices

**Students will need to be able to…**  
- classify foods by food group  
- identify foods of non-nutritional value  
- plan a healthy meal  
- recognize messages of food ads

**What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?**

1. Scan the chapter to assess prior knowledge  
2. Preview vocabulary words  
3. Read and discuss selections from health textbook  
4. Demonstrate an understanding of vocabulary and concepts through performance task, class discussions, and various cross-curricular activities  
5. Complete writing prompt and share with class  
6. Complete text review and assessment pages
SUPPLEMENTAL RESOURCES


Suggested Student Reading: Showdown At The Food Pyramid by Rex Barron

SUPPLEMENTAL RESOURCES

Computer Software: My Body, Myself by JC Research

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.eatontownschools.eboard.com
Unit Title: Keeping Safe

Grade Level/s: 1

Subject/Topic Areas: Injury Prevention and Safety

Key Words: Crosswalks, safety, injury, strangers, fire safety, internet safety, personal space

Unit Designer/s: PE/Health Curriculum Committee

Time Frame: 4 weeks

School District: Eatontown Public Schools

School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

- Standard 2.1.2 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. D1-3

- Standard 9.1 (21st Century 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.

- 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Brief Summary of Unit

In this unit, students will identify ways to keep safe. They will discuss staying safe in the home, at school, and in their community. They will be able to demonstrate and explain ways to prevent injuries, simple first aid procedures, and safe and appropriate behavior when interacting with strangers. They will understand “good/safe touch”, “bad/unsafe touch”, and “confusing touch”.
IDENTIFY DESIRED RESULTS

Keeping Safe

What overarching understandings are desired?
- Adults you know and trust can provide safety.
- Certain parts of your body are private to touching by others.
- Fire can be dangerous.
- Following bike and pedestrian rules can provide safety.
- How and when should you use 911.

What will students understand as a result of this unit?
Students will be able to…
- Identify trusted adults
- Identify good and bad touching
- Demonstrate/identify fire safety procedures
- Recognize bike and pedestrian safety rules.
- Demonstrate how to react in a crisis.

What are the overarching “essential” questions?
- Who are the adults you trust?
- What is “good/bad/confusing” touching?
- What are the dangers with playing with fire?
- How do you keep safe in your community?
- When should you call 911?

What “essential” and “unit” questions will focus this unit?
- Who are trusted adults?
- When would you speak to a trusted adult?
- How do keep safe in case of a fire?
- What rules should you follow when walking or riding your bike?
- What information is given when 911 is called?
- Where is your meeting place if there is a fire?
- What parts of your body are private to touching by others?

IDENTIFY DESIRED RESULTS

Keeping Safe

What overarching understandings are desired?
- Adults you know and trust can provide safety.
- Certain parts of your body are private to touching by others.
- Fire can be dangerous.
- Following bike and pedestrian rules can provide safety.
- How and when should you use 911.

What will students understand as a result of this unit?
Students will be able to…
- Identify trusted adults
- Identify good and bad touching
- Demonstrate/identify fire safety procedures
- Recognize bike and pedestrian safety rules.
- Demonstrate how to react in a crisis.

What are the overarching “essential” questions?
- Who are the adults you trust?
- What is “good/bad/confusing” touching?
- What are the dangers with playing with fire?
- How do you keep safe in your community?
- When should you call 911?

What “essential” and “unit” questions will focus this unit?
- Who are trusted adults?
- When would you speak to a trusted adult?
- How do keep safe in case of a fire?
- What rules should you follow when walking or riding your bike?
- What information is given when 911 is called?
- Where is your meeting place if there is a fire?
- What parts of your body are private to touching by others?
Keeping Safe

What evidence will show that students understand safety?

**Performance Tasks, Projects**

Role Playing: Students will demonstrate appropriate responses to the following teacher prompted situations.
- Stop, Drop, and Roll
- Dialing 911
- Stranger Safety

**Quizzes, Tests, Academic Prompts**

- Written quizzes/tests
- Writing Prompt: Draw and label a picture depicting one of the role playing situations.

**Unprompted Evidence, Observations, Work Samples**

- Informal teacher observations of students in role playing situations.
- Classroom participation.

**Student Self-Assessment**

- Self-assess personal safety skills.
PERFORMANCE TASK BLUEPRINT

Keeping Safe

Task Title: Role Playing                        Approximate Time Frame: 20 minutes

What desired understanding/content standards will be assessed through this task?

- Standard 2.1.2 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. D1-3
- Standard 9.1 (21st Century 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.
- 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

What is the purpose of this assessment task?  X  Formative  X  Summative

Through what authentic performance task will students demonstrate understanding?

Students will role play safety and emergency situations.

What student products/performances will provide evidence of desired understandings?

Demonstrations  Illustrations  N/A

By what criteria will student products/performances be evaluated?

- Demonstrations will indicate appropriate procedures to follow in emergency situations.
- Illustrations will have appropriate labels.

What type of scoring tools will be used for evaluation?

Analytic Rubric  X  Holistic Rubric  Criterion List  X  Checklist
What other evidence will be collected during this unit?

What will be assessed?

X Skill
X Understanding

How will evidence be collected?

X Quiz/Test
X Teacher notes
X Assignment

X Other: Steps to Respect
Second Step

What type of assessments will be used?

X Selected Response
Academic Response
Brief Constructed Responses
X Observation
X Work Sample
X Other: Demonstrations

What is the assessment’s purpose?

X Diagnostic
X Formative
X Summative

Describe the assessments and state the prompts:

- Written Quizzes and tests
- Writing Prompts
- Role playing

What types of scoring tools will be used for evaluation?

X Answer Key
X Holistic Rubric
X Criterion List
X Checklist
Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

<table>
<thead>
<tr>
<th>Students will need to know…</th>
<th>Students will need to be able to…</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Who are trusted adults</td>
<td>• Identify trusted adults</td>
</tr>
<tr>
<td>• What is good and bad touching</td>
<td>• Identify good and bad touching</td>
</tr>
<tr>
<td>• Appropriate fire safety procedures</td>
<td>• Demonstrate/identify fire safety procedures</td>
</tr>
<tr>
<td>• Bike and pedestrian safety rules</td>
<td>• Recognize bike and pedestrian safety rules</td>
</tr>
<tr>
<td>• How to react in a crisis</td>
<td>• Demonstrate how to react in a crisis</td>
</tr>
</tbody>
</table>

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan the chapter to assess prior knowledge
2. Preview vocabulary words
3. Read and discuss selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through role playing class discussions and various cross-curricular activities
5. Complete writing prompt and share with class
6. Complete text review and assessment pages
## SUPPLEMENTAL RESOURCES

**Books**

Books: *The Safety Book for Active Kids: Teaching Your Child How to Avoid Everyday Dangers* by Linda Schwartz and Beverly Armstrong

**Suggested Student Reading**

Suggested Student Reading: *I Can Be Safe: A First Look at Safety* by Pat Thomas and Lesley Harker

**Manuals**

SUPPLEMENTAL RESOURCES

Computer Software: Health for Kids Series by Global Marketing Partners

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.eatontownschools.eboard.com
Unit Title: We All Have Feelings

Subject/Topic Areas: Social and Emotional Health

Key Words: Special, feelings, angry, stress, friend, respect, polite

Unit Designer/s: Health Curriculum Committee

Time Frame: 4 weeks

School District: Eatontown Public Schools

School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.1.2 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. E1-3

Standard 2.2.2 (Integrated Skills) All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. A-E

Standard 9.1 (21st Century 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.

8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Brief Summary of Unit

In this unit students will identify ways that each individual is special. They will be able to express their emotions, wants, and needs in appropriate ways. They will describe how to form and keep friendships. Students will explore how to communicate respectfully.
**IDENTIFY DESIRED RESULTS**

**We All Have Feelings**

**What overarching understandings are desired?**
- Managing emotions and stress important parts of our well being and directly affect health.
- Positive interpersonal relationships are on ongoing process.

**What will students understand as a result of this unit?**
- Identify ways people are special
- Identify ways to manage stress
- Recognize importance of respect
- Express emotions appropriately

**What are the overarching “essential” questions?**
- What are emotions?
- How do emotions affect us?
- How should we treat others?
- What is stress?
- What is bullying?

**What “essential” and “unit” questions will focus this unit?**
- What does it mean to be special?
- How are individuals special?
- What does special mean?
- How do you appropriately show emotions?
- What is a friend?
- What do friends do together?
- What does respect mean?
- How can you be polite?
- What are steps to managing stress?
- What does a bully do to others?
- What should you do if you are bullied?
**DETERMINE ACCEPTABLE EVIDENCE**

<table>
<thead>
<tr>
<th>We All Have Feelings</th>
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</thead>
</table>

What evidence will show that students understand feelings?

**Performance Tasks, Projects**

- My Feelings: Students will illustrate and label five different feelings.
- Role Play: Students will demonstrate appropriate responses to a teacher prompted situation.

**Quizzes, Tests, Academic Prompts**

- Writing Prompt: Write a letter to a friend describing what makes a good friend.
- Written Quizzes
- Written tests

**Unprompted Evidence, Observations, Work Samples**

- Informal teacher observations of students in unstructured situations.
- Classroom participation.

**Student Self-Assessment**

Self-Assessment:

- What makes you special?
**PERFORMANCE TASK BLUEPRINT**

**We All Have Feelings**

Task Title: My Feelings  
Approximate Time Frame: 20 minutes

What **desired understanding/content standards will be assessed through this task?**

<table>
<thead>
<tr>
<th>Standard 2.1.2 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. E1-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 2.2.2 (Integrated Skills) All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. A-E</td>
</tr>
<tr>
<td>Standard 9.1 (21st Century 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.</td>
</tr>
<tr>
<td>8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.</td>
</tr>
</tbody>
</table>

What is the purpose of this assessment task?  
Formative X Summative

Through what authentic performance task will students demonstrate understanding?

Students will act out feelings portrayed in their illustrations.

What student products/performances will provide evidence of desired understandings?

| Illustrations | Demonstrations | N/A |

By what criteria will student products/performances be evaluated?

- Illustrations will have appropriate facial expressions and labels.
- Demonstrations will have authentic facial expressions and reactions.

What type of scoring tools will be used for evaluation?

Analytic Rubric X Holistic Rubric Criterion List X Checklist
BLUEPRINT FOR OTHER EVIDENCE

We All Have Feelings

What other evidence will be collected during this unit?

What will be assessed?

X Skill
X Understanding

How will evidence be collected?

X Quiz/Test
Teacher notes
X Assignment
X Other: Writing Prompt

What type of assessments will be used?

X Selected Response
Academic Response
Brief Constructed Responses
X Observation
X Work Sample
X Other: Demonstration

What is the assessment’s purpose?

Diagnostic
X Formative
X Summative

Describe the assessments and state the prompts:

- Written quizzes and tests.
- Writing prompts

What types of scoring tools will be used for evaluation?

Analytic Rubric
X Holistic Rubric
X Criterion List
X Checklist
X Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- What makes people special
- Ways to manage stress
- Importance of respect

Students will be able to . . . .
- Describe what it means to be special
- List steps of managing stress
- List ways to be respectful
- Describe how to express emotions

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan the chapter to assess prior knowledge
2. Preview vocabulary words
3. Read and discuss selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through role playing class discussions and various cross-curricular activities
5. Complete writing prompt and share with class
6. Complete text review and assessment pages
SUPPLEMENTAL RESOURCES

Books: Double-Dip Feelings: Stories to Help Children Understand Emotions by Barbara S. Cain and Anne Patterson

Suggested Student Reading: The Feelings Book by Todd Parr
The Pigeon Has Feelings, Too! by Mo Willems

Manuals: Harcourt Health and Fitness
SUPPLEMENTAL RESOURCES

Computer Software: My Body, Myself by JC Research

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.education-world.com/a_tsl/archives/03-1/lesson026.shtml
www.eatontown.eboards.com
**Unit Title:** Chemical Substances  
**Grade Level/s:** 1

**Subject/Topic Areas:** Medicines, alcohol, tobacco, and other drugs

**Key Words:** Medicines, drugs, alcohol, tobacco, chemical, labels, harmful, helpful, illegal, poisons

**Unit Designer/s:** PE/Health Curriculum Committee  
**Time Frame** 4 weeks

**School District:** Eatontown Public Schools  
**School:** Vetter, Meadowbrook, Woodmere

**Link to Content Standards/Interdisciplinary Standards**

<table>
<thead>
<tr>
<th>Standard 2.3.2 (Drugs and Medicines)</th>
<th>All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to a healthy, active lifestyle. A1-2, B1-5, C1-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 9.1 (21st Century Life and Career Skills)</td>
<td>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.</td>
</tr>
</tbody>
</table>

| 8.1 (Educational Technology) | All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge. |

**Brief Summary of Unit**

In this unit, students will describe what a medicine is and how to take it safely. They will identify people from whom they can take medicines. They will identify substances that can be poisonous. They will be able to define what a drug is, and understand that alcohol and tobacco are drugs. They will explain that some people cannot control their use of alcohol, tobacco, and other drugs.
IDENTIFY DESIRED RESULTS

Chemical Substances

What overarching understandings are desired?

- Medicines/Drugs cause changes in the way the body and/or mind work.
- Medicines are taken to help your body.
- Check with a trusted adult before taking any medicines or substances.
- Poisons can injure or kill you.
- Alcohol and tobacco are drugs.

What are the overarching “essential” questions?

- What is medicine?
- What is a drug?
- How do drugs and medicines affect your body and mind?
- Who should you ask before taking any medicine or drug?
- What is alcohol?
- What is tobacco?

What will students understand as a result of this unit?

Students will be able to:
- Describe what a medicine is and how to take it safely
- Identify people from whom they can take medicine.
- Identify poisons in your environment
- Define a drug.
- Define alcohol and tobacco

What “essential” and “unit” questions will focus this unit?

- What is a medicine and how do you take it safely?
- Who should you take medicines from?
- What are poisons in your home?
- What is a drug?
- What is alcohol?
- What is tobacco?
What evidence will show that students understand medicines, drugs, and chemical substances?

Performance Tasks, Projects
Role Playing: Students will demonstrate appropriate responses to the following teacher prompted situations.
- Utilize applicable Steps to Respect and Second Step Role playing scenarios.

Quizzes, Tests, Academic Prompts
- Written Tests/Quizzes
- Writing Prompt – Students will be able to create a “Say No to Drugs” poster.

Unprompted Evidence, Observations, Work Samples
- Informal teacher observations of students in role playing situations.
- Classroom participation

Student Self-Assessment
- Self Assess poster
- Self Assess proper usage of medicines
Task Title: “Say No to Drugs” Poster  

Approximate Time Frame: 20 minutes

What desired understanding/content standards will be assessed through this task?

| Standard 2.3.2 (Drugs and Medicines) All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to a healthy, active lifestyle. A1-2, B1-5, C1-2 |
| Standard 9.1 (21st Century 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. |
| 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge. |

What is the purpose of this assessment task?  

X Formative  

X Summative

Through what authentic performance task will students demonstrate understanding?

Students will create a “Say No to Drugs” poster.

What student products/performances will provide evidence of desired understandings?

| Illustrations | Demonstrations | N/A |

By what criteria will student products/performances be evaluated?

Illustrations will have appropriate message regarding drugs.  
Role playing will demonstrate appropriate responses relating to drug use.

What type of scoring tools will be used for evaluation?

| Analytic Rubric | X Holistic Rubric | Criterion List | X Checklist |
What other evidence will be collected during this unit?

What will be assessed?
X Skill  X Understanding  List

How will evidence be collected?
X Quiz/Test  X Teacher notes  X Assignment
X Other: Writing Prompt

What type of assessments will be used?
X Selected Response
X Academic Response
X Brief Constructed Responses
X Observation
X Work Sample
X Other: Second Step, Steps to Respect

What is the assessment’s purpose?
X Diagnostic  X Formative  X Summative

Describe the assessments and state the prompts:
- Written Quizzes and Tests
- Writing Prompt

What types of scoring tools will be used for evaluation?
Analytic Rubric
X Holistic Rubric
Criterion List
Checklist
PLAN LEARNING EXPERIENCES AND INSTRUCTION

Chemical Substances

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…

- What a medicine is and how to take it safely
- People they can take medicine from
- Poisons in their environment
- What a drug is
- What alcohol and tobacco are

Students will need to be able to…

- Identify a medicine and how to take it
- Name people to take medicine from
- Identify poisons
- Define drugs
- Define alcohol and tobacco

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Preview vocabulary words
2. Scan the chapter to assess prior knowledge
3. Read and discuss selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through role playing class discussions and various cross-curricular activities
5. Complete writing prompt and share with class
6. Complete text review and assessment pages
SUPPLEMENTAL RESOURCES

Books: Good Drug and the Bad Drug by John S. Marr

Suggested Student Reading: It's Ok to Say No to Drugs: How to Say No (It's Ok to Say No) by Susan Amerikaner

SUPPLEMENTAL RESOURCES

Computer Software: My Body, Myself by JC Research

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.eatontownschools.eboard.com
Unit Title: Taking Care of our Body

Grade Level/s: 1

Subject/Topic Areas: Personal Health

Key Words: Germs, sunburn, sunscreen, advertisements, primary teeth, permanent teeth, floss, dentist, dental hygienists, health care products, ill, disease, virus, bacteria, vaccines, allergy, conflict, responsibility, communicate

Unit Designer/s: PE/Health Curriculum Committee

Time Frame: 4-6 weeks

School District: Eatontown Public Schools

School: Vetter, Meadowbrook, Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.1.2 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. A 1-2, C 1-3

Standard 9.1 (21st Century 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.

8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Brief Summary of Unit

Students will recognize the importance of keeping clean and explain methods that control the spread of germs. They will realize the importance of protecting skin throughout life; evaluate advertisements and recognize resources associated with health issues; identify the different types of teeth and the importance of caring for them; identify common illnesses, their symptoms, and the types of germs that cause them; understand ways to prevent illness and control the way germs are spread.
IDENTIFY DESIRED RESULTS

Taking Care of Our Body

What overarching understandings are desired?

- A healthy body needs proper rest.
- Daily bathing and grooming keeps you healthy and reduces the spread of germs.
- Visiting the dentist is an important part of proper health.
- Personal health may be affected by weather conditions.

What will students understand as a result of this unit?

Students will understand…

- Why rest is important
- The importance of protecting skin
- The knowledge of germs and how they spread
- The importance of and ways to care for teeth

What are the overarching “essential” questions?

- Why is rest essential to keep the body healthy?
- What personal health habits should you maintain to keep your body healthy?
- How can you keep your teeth healthy?
- Why should you protect yourself from weather conditions?

What “essential” and “unit” questions will focus this unit?

- What are some reasons to stay clean?
- What would you use to protect yourself from the sun?
- How can an advertisement affect the decision to buy a product?
- When should you brush your teeth?
- What happens when you visit the dentist?
- What does it mean to be ill?
- How can germs be spread?
- What are ways to prevent illnesses?
What evidence will show that students understand how to take care of the body?

**Performance Tasks, Projects**

- **Counting Teeth**: Students will count and record how many primary and permanent teeth they have. The class will create a graph and revise throughout the year as children lose primary and grow permanent teeth.

- **Healthy habits**: Create a class checklist of healthy habits (e.g., brushing teeth, washing hands, etc.). Distribute list to students and have them complete the checklist each day for a week to assess personal health habits.

**Quizzes, Tests, Academic Prompts**

- Written quizzes
- Written tests
- Writing prompt: Make book - Draw pictures of some things you do to stay well. Write a sentence about each picture.

**Unprompted Evidence, Observations, Work Samples**

- Teacher observation
- Class participation
- Cooperative group activity and work samples.

**Student Self-Assessment**

- Self-assess health habits checklist
- Self-assess steps you take to keep well.
**Performance Task Blueprint**

**Taking Care of Our Body**

**Task Title:** Dental Hygiene  
**Approximate Time Frame:** 30 minutes

**What desired understanding/content standards will be assessed through this task?**

<table>
<thead>
<tr>
<th>Standard 2.1.2 (Wellness)</th>
<th>All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. A 1-2, C 1-3</th>
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<td>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.</td>
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</tbody>
</table>

**What is the purpose of this assessment task?**  X Formative  Summative

**Through what authentic performance task will students demonstrate understanding?**

Following a presentation by a health professional (ex. dentist, hygienist, certified school nurse), students will demonstrate the ability to brush/floss their teeth effectively to maintain proper dental hygiene.

**What student products/performances will provide evidence of desired understandings?**

| Dental model/toothbrush | Personal demonstrations | N/A |

**By what criteria will student products/performances be evaluated?**

Teacher will observe proper techniques (such as hold, placement and execution).

**What type of scoring tools will be used for evaluation?**

| Analytic Rubric | X Holistic Rubric | Criterion List | X Checklist |
What other evidence will be collected during this unit?

What will be assessed?
- X Skill
- X Understanding
- List:

How will evidence be collected?
- X Quiz/Test
- Teacher notes
- X Assignment
- X Other: Writing prompt

What type of assessments will be used?
- X Selected Response
- Academic Response
- Brief Constructed Responses
- X Observation
- X Work Sample
- X Other: Demonstrations

What is the assessment’s purpose?
- Diagnostic
- X Formative
- X Summative

Describe the assessments and state the prompts:
- Written quizzes and tests
- Writing Prompt
- Demonstration

What types of scoring tools will be used for evaluation?
- X Checklist
- X Holistic Rubric
- X Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- Why rest is important
- The importance of protecting skin
- How germs are spread
- Ways to care for teeth

Students will need to be able to…
- List reasons why rest is important
- Describe ways to care for their skin
- Wash hands properly
- Demonstrate proper dental care

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan the chapter to assess prior knowledge
2. Preview vocabulary words
3. Read and discuss selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through performance task, class discussions, and various cross-curricular activities
5. Complete writing prompt and share with class
6. Complete text review and assessment pages
SUPPLEMENTAL RESOURCES

Books: Why Should I Wash My Body?: And Other Questions about Keeping Clean and Healthy (Body Matters) by Louise A. Spilsbury

Suggested Student Reading: Keeping Your Body Clean (Healthy Habits) by Mary Elizabeth Salzmann

SUPPLEMENTAL RESOURCES

Computer Software: Health for Kids Series by Global Marketing Partners

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References:  www.kidshealth.org
                 www.bam.gov
                 www.kidshealth.org
**UNIT**

**COVER**

**PAGE**

**My Growth and Development**

**Unit Title:** My Growth and Development  
**Grade Level/s:** 2

**Subject/Topic Areas:** Body structure, function, growth

**Key Words:** Senses, grow, bones, muscles, body parts, organs, gender, nurture

**Unit Designer/s:** PE/Health Curriculum Committee  
**Time Frame:** 2 weeks

**School District:** Eatontown Public Schools  
**School:** Meadowbrook, Vetter, Woodmere

**Link to Content Standards/Interdisciplinary Standards**

- **Standard 2.1.2** (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. A1-2
- **Standard 2.4.2** (Human Relationships and Sexuality) All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. B1, C1
- **Standard 9.1** (21st Century 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.
- **8.1** (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

**Brief Summary of Unit**

In this unit, children will explore the changes in living things as they grow. Students will identify basic body organs and function. They will be able to describe how children are alike and different.
### What overarching understandings are desired?
- Your 5 senses help you learn about the world.
- The skeletal system helps your body move.
- The digestive system digests food.
- The respiratory system helps you breathe.
- The circulatory system moves blood through your body.
- Living things grow, change, and develop.
- There are different kinds of families.

### What are the overarching “essential” questions?
- How do you use your senses?
- What do your skeleton and muscles do?
- Why does your body digest food?
- How do your heart and blood vessels move blood through your body?
- What happens when you grow?

### What will students understand as a result of this unit?
- How the body grows and changes in many ways.
- Bones and muscles hold up the body and help you move.
- The body digests food to get energy.
- Children grow and develop differently.
- The differences in gender.
- That families differ for many reasons.

### What “essential” and “unit” questions will focus this unit?
- What are some ways you may grow and change?
- How do muscles and bones work together?
- How does the body use food?
- How do humans develop and care for their offspring?
- What are similarities and differences between each gender.
DETERMINE ACCEPTABLE EVIDENCE

My Growth and Development

What evidence will show that students understand how the body grows and changes?

Performance Tasks, Projects
My Body – With a partner or group, work together to trace body outlines. Draw and label organs of the body. (Ex. heart, lungs etc.)

Quizzes, Tests, Academic Prompts
• Written Quizzes
• Written Tests
• Writing Prompt: Personal letter – Students will write a thank you letter to a family member describing the importance of the role they play in their lives.

Unprompted Evidence, Observations, Work Samples
• Teacher Observation
• Cooperative Group activity and work samples
• Class Participation

Student Self-Assessment
• Self-Assess body outline
• Self-Assess their letter to their family member.
Task Title: My Body  Approximate Time Frame: 42 minutes

What desired understanding/content standards will be assessed through this task?

- Standard 2.1.2 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. A1-2
- Standard 2.4.2 (Human Relationships and Sexuality) All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. B1, C1
- 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

What is the purpose of this assessment task?  X  Formative  Summative

Through what authentic performance task will students demonstrate understanding?

By tracing their actual body and drawing and labeling the organs, students will identify proper anatomical placement.

What student products/performances will provide evidence of desired understandings?

- Completed Body Outline with labels
- Student letter
- N/A

By what criteria will student products/performances be evaluated?

Proper anatomical placement and labels

What type of scoring tools will be used for evaluation?

- Analytic Rubric
- X  Holistic Rubric
- Criterion List
- X  Checklist
What other evidence will be collected during this unit?

What will be assessed?

X Skill  X Understanding  List

How will evidence be collected?

X Quiz/Test  Teacher notes  X Assignment

Other: Writing Prompt

What type of assessments will be used?

X Selected Response
   Academic Response
   Brief Constructed Responses
X Observation
X Work Sample

Other:

What is the assessment’s purpose?

Diagnostic  X Formative  X Summative

Describe the assessments and state the prompts:

- Written quizzes and tests
- Writing Prompt
- Performance Tasks

What types of scoring tools will be used for evaluation?

Analytic Rubric
X Holistic Rubric
   Criterion List
X Checklist
## PLAN LEARNING EXPERIENCES AND INSTRUCTION

### My Growth and Development

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

<table>
<thead>
<tr>
<th>Students will need to know…</th>
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<tbody>
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<td>• How the body grows and changes in many ways</td>
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</tr>
<tr>
<td>• The body digests food to get energy</td>
<td>• Explain how the body uses food</td>
</tr>
<tr>
<td>• Children grow and develop differently</td>
<td>• Understand how humans develop and care for their offspring</td>
</tr>
<tr>
<td>• The differences in gender</td>
<td>• What are similarities and differences between each gender</td>
</tr>
<tr>
<td>• All members of the family have rights, privileges, and responsibilities</td>
<td></td>
</tr>
</tbody>
</table>

### What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan the chapter to assess prior knowledge
2. Preview vocabulary words
3. Read and discuss selections from the health textbook
4. Demonstrate an understanding of vocabulary and concepts through performance task, class discussions, and various cross-curricular activities
5. Complete a writing prompt and share with class
6. Complete text review and assessment pages
SUPPLEMENTAL RESOURCES

Books: Me and My Amazing Body by Joan Sweeney and Annette Cable

Suggested Student Reading: Amazing You: Getting Smart About Your Private Parts by Gail Saltz and Lynne Avril Cravath

Manuals: Harcourt Health and Fitness
SUPPLEMENTAL RESOURCES

Computer Software: My Body, Myself by JC Research

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.eatontown.eboard.com
Unit Title: Food and Your Health  
Grade Level/s: 2  

Subject/Topic Areas: Health, Food, and Nutrition  

Key Words: Food guide pyramid, diet, healthy, food labels, nutrition  

Unit Designer/s: PE/Health Curriculum Committee  
Time Frame: 4 weeks  

School District: Eatontown Public Schools  
School: Meadowbrook, Vetter, Woodmere  

Link to Content Standards/Interdisciplinary Standards  

Standard 2.1.2 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. B1-3  

Standard 9.1 (21st Century 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.  

8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.  

Brief Summary of Unit  

Students will examine the value of their food choices to maintain a healthy lifestyle. Students will discover how to choose healthful meals and snacks with appropriate servings according to the Food Guide Pyramid. Students will learn how to identify food labels to make healthy decisions. They will recognize the importance of safe food handling.
IDENTIFY DESIRED RESULTS

Food and Your Health

What overarching understandings are desired?
- 3 balanced meals & healthy snacks are important for a healthy body.
- A balanced meal contains certain types and amounts of food.
- Ads influence food choices.
- Proper food handling keeps food safe to eat.

What are the overarching “essential” questions?
- What is a balanced meal?
- What are the food groups in the Food Guide Pyramid?
- How are food labels helpful?
- How are you influenced by food ads?
- Why is it important to handle food safely?

What will students understand as a result of this unit?
Students will understand…
- food groups on the food guide pyramid
- the nutritional value of foods
- the importance of planning and preparing healthy meals
- ways ads can affect food choices

What “essential” and “unit” questions will focus this unit?
- What are examples of balanced meals and healthy snacks?
- Why do you need to eat foods from all groups within the food guide period?
- What are groups in the food guide pyramid?
- Why is reading food labels important?
- What should you watch and listen for in food ads?
- What are some steps in handling food safely?
What evidence will show that students understand how food is important to health?

Performance Tasks, Projects

- Label Detectives: Students will bring in various food labels to help them choose helpful foods.
- Creating a menu: Students will prepare 3 healthy meals for the day utilizing a food pyramid.

Quizzes, Tests, Academic Prompts

- Written Quizzes
- Written Tests
- Writing Prompts: Students will draw and write about healthy foods.

Unprompted Evidence, Observations, Work Samples

- Cooperative Group work
- Class participation
- Teacher observations of students during work on the performance tasks

Student Self-Assessment

- Self-Assess menu.
- Self-Assess personal eating habits
PERFORMANCE TASK BLUEPRINT

Food and Your Health

Task Title: Create a Menu  
Approximate Time Frame: 30 min.

What desired understanding/content standards will be assessed through this task?

- Standard 2.1.2 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. B1-3
- Standard 9.1 (21st Century 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.
- 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

What is the purpose of this assessment task?  X Formative  X Summative

Through what authentic performance task will students demonstrate understanding?

Students will create a menu for the day. They will be required to plan 3 healthy meals utilizing the food guide pyramid.

What student products/performances will provide evidence of desired understandings?

| Menu | N/A | N/A |

By what criteria will student products/performances be evaluated?

Chosen foods will demonstrate student understanding of planning healthy meals with appropriate servings and choices for each food group.

What type of scoring tools will be used for evaluation?

Analytic Rubric  X  Holistic Rubric  Criterion List  X Checklist
### BLUEPRINT FOR OTHER EVIDENCE

#### Food and Your Health

**What other evidence will be collected during this unit?**

**What will be assessed?**
- X Skill
- X Understanding
- List

**How will evidence be collected?**
- X Quiz/Test
- X Teacher notes
- X Assignment
- X Other: Writing prompt

**What type of assessments will be used?**
- X Selected Response
  - Academic Response
  - Brief Constructed Responses
- X Observation
- X Work Sample
  - Other:

**What is the assessment’s purpose?**
- X Diagnostic
- X Formative
- X Summative

---

Describe the assessments and state the prompts:
- Written quizzes and tests
- Writing Prompt
- Performance Task

---

**What types of scoring tools will be used for evaluation?**
- Analytic Rubric
- X Checklist
  - Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

<table>
<thead>
<tr>
<th>Students will need to know…</th>
<th>Students will need to be able to…</th>
</tr>
</thead>
<tbody>
<tr>
<td>• food groups on the food guide pyramid</td>
<td>• classify foods by food group</td>
</tr>
<tr>
<td>• nutritional value of foods</td>
<td>• identify foods of non-nutritional value</td>
</tr>
<tr>
<td>• the importance of planning and preparing healthy meals</td>
<td>• plan a healthy meal</td>
</tr>
<tr>
<td>• ways ads can affect food choices</td>
<td>• recognize messages of food ads</td>
</tr>
</tbody>
</table>

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan the chapter to assess prior knowledge
2. Preview vocabulary words
3. Read and discuss selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through performance task, class discussions, and various cross-curricular activities
5. Complete writing prompt and share with class
6. Complete text review and assessment pages
SUPPLEMENTAL RESOURCES


Suggested Student Reading: Showdown At The Food Pyramid by Rex Barron

SUPPLEMENTAL RESOURCES

Computer Software: My Body, Myself by JC Research

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.eatontownschools.eboard.com
UNIT  
COVER  
PAGE  

Keeping Safe  

Unit Title: Keeping Safe  
Grade Level/s: 2  

Subject/Topic Areas: Injury Prevention and Safety  

Key Words: Crosswalks, safety, injury, strangers, fire safety, internet safety, personal space  

Unit Designer/s: PE/Health Curriculum Committee  
Time Frame: 4 weeks  

School District: Eatontown Public Schools  
School: Meadowbrook, Vetter, Woodmere  

Link to Content Standards/Interdisciplinary Standards  

Standard 2.1.2 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. D1-3  
Standard 9.1 (21st Century 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.  
Standard 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.  

Brief Summary of Unit  

In this unit, students will identify ways to keep safe. They will discuss safety rules for playground, bike, car, bus, water, and pedestrians. They will be able to demonstrate and explain ways to prevent injuries, and simple first aid procedures. They will understand “good/safe touch”, “bad/unsafe touch”, and “confusing touch”.
IDENTIFY DESIRED
RESULTS

Keeping Safe

What overarching understandings are desired?

- Following school rules keeps you safe.
- Following rules outside of school keeps you safe.
- How to handle an unsafe or emergency situation.
- Certain touching is inappropriate.
- Preventing injuries can keep you safe.
- Following bike safety rules keeps you safe.

What will students understand as a result of this unit?

Students will be able to…

- Identify trusted adults
- Identify good and bad touching
- Demonstrate/identify safety procedures for home and school
- Demonstrate how to react in a crisis.

What are the overarching “essential” questions?

- What school rules keep you safe?
- What are the emergency phone numbers?
- What are potential consequences for breaking school rules, outside school rules?
- What method should you take to say calm in an unsafe situation?
- Why is it important for everyone to keep their hands to themselves?
- What are some bicycle safety rules to follow?

What “essential” and “unit” questions will focus this unit?

- Who are trusted adults?
- When would you speak to a trusted adult?
- How do keep safe in case of a fire?
- What rules should you follow when walking or riding your bike?
- What information is given when 911 is called?
- Where is your meeting place if there is a fire?
- What parts of your body are private to touching by others?
Determining Acceptable Evidence

Keeping Safe

What evidence will show that students understand safety?

**Performance Tasks, Projects**

Role Playing: Students will demonstrate appropriate responses to the following teacher prompted situations.
- Stop, Drop, and Roll
- Dialing 911
- Stranger Safety
- Bicycle Safety
- Simple first aid procedures

**Quizzes, Tests, Academic Prompts**

- Written quizzes/tests
- Writing Prompt: Write a story about a time when you did something to keep safe.

**Unprompted Evidence, Observations, Work Samples**

- Informal teacher observations of students in role playing situations.
- Classroom participation.

**Student Self-Assessment**

- Self-assess personal safety skills.
- Self-assess writing
**PERFORMANCE TASK BLUEPRINT**

**Keeping Safe**

**Task Title:** Role Playing  
**Approximate Time Frame:** 20 minutes

**What desired understanding/content standards will be assessed through this task?**

- Standard 2.1.2 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. D1-3
- Standard 9.1 (21st Century 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.
- 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

**What is the purpose of this assessment task?**  
**X** Formative  
**X** Summative

**Through what authentic performance task will students demonstrate understanding?**

- Students will role play safety and emergency situations.

**What student products/performances will provide evidence of desired understandings?**

- Demonstrations
- Writing Prompt
- N/A

**By what criteria will student products/performances be evaluated?**

- Demonstrations will indicate appropriate procedures to follow in emergency situations.
- Writing prompt will demonstrate an understanding of appropriate safety rules.

**What type of scoring tools will be used for evaluation?**

- Analytic Rubric  
- X Holistic Rubric  
- Criterion List  
- X Checklist
# Blueprint for Other Evidence

## Keeping Safe

What other evidence will be collected during this unit?

### What will be assessed?

- **Skill**
- **Understanding**

### How will evidence be collected?

- **Quiz/Test**
- **Teacher notes**
- **Assignment**
- **Other: Steps to Respect**
  - Second Step

### What type of assessments will be used?

- **Selected Response**
- **Academic Response**
- **Brief Constructed Responses**
- **Observation**
- **Work Sample**
- **Other: Demonstrations**

### What is the assessment’s purpose?

- **Diagnostic**
- **Formative**
- **Summative**

Describe the assessments and state the prompts:

- Written Quizzes and tests
- Writing Prompts
- Role playing

### What types of scoring tools will be used for evaluation?

- **Answer Key**
- **Holistic Rubric**
- **Criterion List**
- **Checklist**
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

<table>
<thead>
<tr>
<th>Students will need to know…</th>
<th>Students will need to be able to…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who are trusted adults</td>
<td>Who are trusted adults?</td>
</tr>
<tr>
<td>What is good and bad touching</td>
<td>When would you speak to a trusted adult?</td>
</tr>
<tr>
<td>Appropriate fire safety procedures</td>
<td>How do keep safe in case of a fire?</td>
</tr>
<tr>
<td>Bike and pedestrian safety rules</td>
<td>What rules should you follow when walking or riding your bike?</td>
</tr>
<tr>
<td>How to react in a crisis</td>
<td>What information is given when 911 is called?</td>
</tr>
<tr>
<td></td>
<td>Where is your meeting place if there is a fire?</td>
</tr>
<tr>
<td></td>
<td>What parts of your body are private to touching by others?</td>
</tr>
</tbody>
</table>

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan the chapter to assess prior knowledge
2. Preview vocabulary words
3. Read and discuss selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through role playing class discussions and various cross-curricular activities
5. Complete writing prompt and share with class
6. Complete text review and assessment pages
SUPPLEMENTAL RESOURCES

Books: The Safety Book for Active Kids: Teaching Your Child How to Avoid Everyday Dangers by Linda Schwartz and Beverly Armstrong

Suggested Student Reading: I Can Be Safe: A First Look at Safety by Pat Thomas and Lesley Harker

SUPPLEMENTAL RESOURCES

Computer Software: Health for Kids Series by Global Marketing Partners

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.eatontownschoo ls.eboard.com
Unit Title: We All Have Feelings

Grade Level/s: 2

Subject/Topic Areas: Social and Emotional Health

Key Words: Feelings, angry, stress, friend, respect, polite, consequences, choices

Unit Designer/s: PE/Health Curriculum Committee

Time Frame: 4 weeks

School District: Eatontown Public Schools

School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.1.2 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. E1-3

Standard 2.2.2 (Integrated Skills) All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. A-E

Standard 9.1 (21st Century 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.

8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Brief Summary of Unit

In this unit students will be able to understand that choices have good and bad consequences. They will identify alternative ways of dealing with problems. They will be able to express their emotions, wants, and needs in appropriate ways. They will describe how to form and keep friendships. Students will explore how to communicate respectfully.
IDENTIFY DESIRED RESULTS

We All Have Feelings

What overarching understandings are desired?

- Managing emotions and stress is an important part of our well being and directly affects health.
- Positive interpersonal relationships are an ongoing process.

What are the overarching “essential” questions?

- What are emotions?
- How do emotions affect us?
- How should we treat others?
- What is stress?
- What is a consequence?

What will students understand as a result of this unit?

Students will be able to:

- understand choices have consequences
- identify ways to manage stress
- recognize importance of respect
- express emotions appropriately
- identify alternative ways of dealing with problems

What “essential” and “unit” questions will focus this unit?

- What is a consequence?
- How do you appropriately show emotions?
- What is a friend?
- What do friends do together?
- What does respect mean?
- How can you be polite?
- What are steps to managing stress?
- How are people different?
- What is a want?
- What is a need?
We All Have Feelings

What evidence will show that students understand feelings?

**Performance Tasks, Projects**

- **Want or Need?** Students will illustrate and label wants and needs in their everyday life.
- **Role Play:** Students will demonstrate appropriate responses to a teacher prompted situation dealing with problems and the good and bad consequences that coincide with these problems.

**Quizzes, Tests, Academic Prompts**

- **Writing Prompt:** Write a letter to a friend about an argument that had and talk about ways to resolve the conflict.
- Written Quizzes
- Written tests

**Unprompted Evidence, Observations, Work Samples**

- Informal teacher observations of students in unstructured situations.
- Classroom participation.

**Student Self-Assessment**

Self-Assessment:
- How have you solved conflicts?
- What are some consequences you have dealt with in your life?
**PERFORMANCE TASK BLUEPRINT**

**Task Title:** Want or Need?  
**Approximate Time Frame:** 20 minutes

**What desired understanding/content standards will be assessed through this task?**

- **Standard 2.1.2 (Wellness)** All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. E1-3
- **Standard 2.2.2 (Integrated Skills)** All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. A-E
- **Standard 9.1 (21st Century 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.
- **8.1 (Educational Technology)** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

**What is the purpose of this assessment task?**  
Formative  X  Summative

**Through what authentic performance task will students demonstrate understanding?**

Students will illustrate and label on the computer wants and needs in their everyday life. They will present them to the class.

**What student products/performances will provide evidence of desired understandings?**

- Illustrations
- Presentations
- N/A

**By what criteria will student products/performances be evaluated?**

- Illustrations will contain basic wants and needs and include appropriate labels.
- Presentations will include eye contact and proper pronunciation.

**What type of scoring tools will be used for evaluation?**

- Analytic Rubric  X  Holistic Rubric  Criterion List  X  Checklist

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We All Have Feelings

What other evidence will be collected during this unit?

What will be assessed?

- X Skill
- X Understanding
- List

How will evidence be collected?

- X Quiz/Test
- Teacher notes
- X Assignment
- X Other: Writing Prompt

What type of assessments will be used?

- X Selected Response
  - Academic Response
  - Brief Constructed Responses
- X Observation
- X Work Sample
- X Other: Demonstration

What is the assessment’s purpose?

- X Diagnostic
- X Formative
- X Summative

Describe the assessments and state the prompts:

- Written quizzes and tests.
- Writing prompts

What types of scoring tools will be used for evaluation?

- Analytic Rubric
- X Holistic Rubric
- X Criterion List
- X Checklist
- X Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- That choices have consequences
- Ways to manage stress
- Importance of respect
- How to express emotions appropriately

Students will need to be able to…
- Understand choices have consequences
- Identify ways to manage stress
- Recognize importance of respect
- Express emotions appropriately
- Identify alternative ways of dealing with problems

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan the chapter to assess prior knowledge
2. Preview vocabulary words
3. Read and discuss selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through role playing class discussions and various cross-curricular activities
5. Complete writing prompt and share with class
6. Complete text review and assessment pages
SUPPLEMENTAL RESOURCES

Books: Double-Dip Feelings: Stories to Help Children Understand Emotions by Barbara S. Cain and Anne Patterson

Suggested Student Reading: The Feelings Book by Todd Parr
The Pigeon Has Feelings, Too! by Mo Willems

Manuals: Harcourt Health and Fitness
SUPPLEMENTAL RESOURCES

Computer Software: My Body, Myself by JC Research

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.education-world.com/a_tsl/archives/03-1/lesson026.shtml
www.eatontownschools.eboard.com
Unit Title: Chemical Substances

Grade Level/s: 2

Subject/Topic Areas: Medicines, alcohol, tobacco, nicotine, cigarettes, and other drugs

Key Words: Medicines, drugs, alcohol, tobacco, chemical, labels, harmful, helpful, illegal, poisons, nicotine

Unit Designer/s: PE/Health Curriculum Committee  Time Frame 4 weeks

School District: Eatontown Public Schools  School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.3.2 (Drugs and Medicines) All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to a healthy, active lifestyle. A1-2, B1-5, C1-2

Standard 9.1 (21st Century 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.

8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Brief Summary of Unit

In this unit, students will describe what a medicine is and how to take it safely. They will identify people from whom they can take medicines. They will identify substances that can be poisonous. They will be able to define what a drug is, and understand that alcohol and tobacco are drugs. They will explain that some people cannot control their use of alcohol, tobacco, and other drugs. They will describe what information is contained on a medicine label.
IDENTIFY DESIRED RESULTS

Chemical Substances

What overarching understandings are desired?

- Medicines/Drugs cause changes in the way the body and/or mind work
- Medicines are taken to help your body.
- Check with a trusted adult before taking any medicines or substances.
- Poisons can injure or kill you.
- Alcohol and tobacco are drugs that affect the body.
- Medicine labels contain important information.
- Alcohol is legal for people age 21, and cigarettes are legal for people age 18 and up.

What are the overarching “essential” questions?

- What is medicine?
- What is a drug?
- How do drugs and medicines affect your body and mind?
- Who should you ask before taking any medicine or drug?
- What is alcohol?
- What is tobacco?
- How can poisons harm you?
- What is a medicine label, and why is it important to read it?

What will students understand as a result of this unit?

Students will be able to:
- Describe what a medicine is and how to take it safely
- Identify people from whom they can take medicine.
- Identify poisons in your environment
- Define a drug.
- Define alcohol and tobacco
- Identify and explain information on a medicine label
- Describe how alcohol and tobacco affect the body

What “essential” and “unit” questions will focus this unit?

- What is a medicine and how do you take it safely?
- Who should you take medicines from?
- What are poisons in your home?
- What is a drug?
- What is alcohol?
- What is tobacco?
- What is a side effect when you take a medicine?
- How do the use of tobacco and alcohol affect the body?
- What information can be found on a medicine label?
What evidence will show that students understand medicines, drugs, and chemical substances?

**Performance Tasks, Projects**

Role Playing: Students will demonstrate appropriate responses to the following teacher prompted situations.
- Utilize applicable Steps to Respect and Second Step Role playing scenarios.

**Quizzes, Tests, Academic Prompts**

- Written Tests/Quizzes
- Writing Prompt – Students will be able to create a public service announcement/poster that demonstrates the negative effects of using drugs, tobacco or alcohol.

**Unprompted Evidence, Observations, Work Samples**

- Informal teacher observations of students in role playing situations.
- Classroom participation

**Student Self-Assessment**

- Self-Assess poster/announcement
- Self-Assess proper usage of medicines
**PERFORMANCE TASK BLUEPRINT**

**Chemical Substances**

**Task Title:** Public Service Poster/Announcement  **Approximate Time Frame:** 20 mins.

**What desired understanding/content standards will be assessed through this task?**

- Standard 2.3.2 (Drugs and Medicines) All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to a healthy, active lifestyle. A1-2, B1-5, C1-2

- Standard 9.1 (21st Century 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.

- 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

**What is the purpose of this assessment task?  X Formative  X Summative**

**Through what authentic performance task will students demonstrate understanding?**

- Students will create a Public Service Poster/Announcement poster.

**What student products/performances will provide evidence of desired understandings?**

- Announcement/Poster
- Demonstrations/Role Play
- N/A

**By what criteria will student products/performances be evaluated?**

- Posters will have appropriate message regarding drugs, alcohol, or tobacco
- Role playing will demonstrate appropriate responses relating to drug use.

**What type of scoring tools will be used for evaluation?**

- Analytic Rubric
- X Holistic Rubric
- Criterion List
- X Checklist
What other evidence will be collected during this unit?

What will be assessed?
X Skill          X Understanding          List

How will evidence be collected?
X Quiz/Test     X Teacher notes        X Assignment

X Other: Writing Prompt

What type of assessments will be used?
X Selected Response
X Academic Response
X Brief Constructed Responses
X Observation
X Work Sample
X Other: Second Step, Steps to Respect

What is the assessment’s purpose?
X Diagnostic          X Formative        X Summative

Describe the assessments and state the prompts:
- Written Quizzes and Tests
- Writing Prompt/Poster

What types of scoring tools will be used for evaluation?
Analytic Rubric
X Holistic Rubric
   Criterion List
   Checklist
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- What a medicine is and how to take it safely
- The people from whom they can take medicine.
- Poisons in your environment
- How to define a drug
- What are alcohol and tobacco
- About information on a medicine label on a medicine label
- How alcohol and tobacco affect the body

Students will need to be able to…
- Describe what a medicine is and how to take it safely
- Identify people from whom they can take medicine.
- Identify poisons in your environment
- Define what a drug is
- Define alcohol and tobacco
- Identify and explain information on a medicine label
- Describe how alcohol and tobacco affect the body

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Preview vocabulary words
2. Scan the chapter to assess prior knowledge
3. Read and discuss selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through role playing class discussions and various cross-curricular activities
5. Complete writing prompt and share with class
6. Complete text review and assessment pages
SUPPLEMENTAL RESOURCES

Books: Good Drug and the Bad Drug by John S. Marr

Suggested Student Reading: It's Ok to Say No to Drugs: How to Say No (It's Ok to Say No) by Susan Amerikaner

SUPPLEMENTAL RESOURCES

Computer Software: My Body, Myself by JC Research

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.eatontownschools.eboard.com
Unit Title: Taking Care of our Body

Grade Level/s: 3

Subject/Topic Areas: Personal Health

Key Words: Germs, floss, dentist, dental hygienists, health care products, physically fit, posture, personal hygiene, exercise

Unit Designer/s: PE/Health Curriculum Committee

Time Frame: 4-6 weeks

School District: Eatontown School District

School: Vetter, Meadowbrook, Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.1.4 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. A 1-2, C 1-3

Standard 9.1 (21st Century 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.

8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Brief Summary of Unit

Students will demonstrate how to keep teeth clean and healthy; the importance of personal hygiene; and understand why becoming physically fit is important.
IDENTIFY DESIRED RESULTS

Taking Care of Our Body

What overarching understandings are desired?

- Regular exercise keeps you healthy.
- Daily bathing and grooming keeps you healthy and reduces the spread of germs.
- Good posture contributes to a strong body.
- Do not share personal hygiene products.

What are the overarching “essential” questions?

- What are different types of exercise?
- Why are good health habits important to reduce the spread of germs?
- What problems can arise from poor posture?
- What are the potential dangers of sharing personal hygiene products?

What will students understand as a result of this unit?

Students will understand…

- How to keep teeth clean and healthy
- The importance of personal hygiene
- Why becoming physically fit is important

What “essential” and “unit” questions will focus this unit?

- What are some foods you should avoid?
- When should you brush your teeth?
- How do you get cavities?
- What are good personal hygiene habits?
- What are some exercises to keep you physically fit?
What evidence will show that students understand how to take care of the body?

Performance Tasks, Projects

- Exercise habits: Keep an exercise journal recording the types and amounts of exercise completed. Evaluate whether or not they are maintaining a healthy exercise program.
- Exercise book: Create a mini book depicting different exercises and how they help your body.

Quizzes, Tests, Academic Prompts

- Written quizzes
- Written tests
- Writing prompt: Write an acrostic with EXERCISE.

Unprompted Evidence, Observations, Work Samples

- Teacher observation
- Class participation
- Cooperative group activity and work samples.

Student Self-Assessment

- Self-assess exercise journal.
**Task Title:** Exercise Book  
**Approximate Time Frame:** 30 minutes

**What desired understanding/content standards will be assessed through this task?**

- Standard 2.1.4 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. A 1-2, C 1-3
- 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

**What is the purpose of this assessment task?**  
X Formative  
X Summative

**Through what authentic performance task will students demonstrate understanding?**

After a discussion on types of exercises, students will create a mini book depicting different exercises and how they help your body.

**What student products/performances will provide evidence of desired understandings?**

- Exercise book
- Presentation
- N/A

**By what criteria will student products/performances be evaluated?**

Accurate depiction of the different types of exercises.

**What type of scoring tools will be used for evaluation?**

- Analytic Rubric  
X Holistic Rubric  
Criterion List  
X Checklist
BLUEPRINT FOR OTHER EVIDENCE

Taking Care of Our Body

What other evidence will be collected during this unit?

What will be assessed?
X Skill    X Understanding    List

How will evidence be collected?
X Quiz/Test    Teacher notes    X Assignment
X Other: Writing prompt

What type of assessments will be used?
X Selected Response
X Academic Response
    Brief Constructed Responses
X Observation
X Work Sample
X Other: Presentation

What is the assessment’s purpose?
Diagnostic    X Formative    X Summative

Describe the assessments and state the prompts:
- Written quizzes and tests
- Writing Prompt
- Presentation

What types of scoring tools will be used for evaluation?
X Checklist
X Holistic Rubric
X Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- How to keep teeth clean and healthy
- The importance of personal hygiene
- Why becoming physically fit is important

Students will need to be able to…
- Keep teeth clean and healthy
- Explain the importance of personal hygiene
- Explain why becoming physically fit is important

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan the chapter to assess prior knowledge
2. Preview vocabulary words
3. Read and discuss selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through performance task, class discussions, and various cross-curricular activities
5. Complete writing prompt and share with class
6. Complete text review and assessment pages
SUPPLEMENTAL RESOURCES

Books: Why Should I Wash My Body? And Other Questions about Keeping Clean and Healthy (Body Matters) by Louise A. Spilsbury

Suggested Student Reading: Keeping Your Body Clean (Healthy Habits) by Mary Elizabeth Salzmann

Manuals: Why Should I Wash My Body?: And Other Questions about Keeping Clean and Healthy (Body Matters) by Louise A. Spilsbury
SUPPLEMENTAL RESOURCES

Computer Software:  Health for Kids Series by Global Marketing Partners

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References:  www.kidshealth.org
www.bam.gov
www.kidshealth.org
Unit Title: My Growth and Development  

Grade Level/s: 3

Subject/Topic Areas: Body structure, function, growth

Key Words: Senses, grow, bones, muscles, body parts, organs, gender, structure, function, puberty

Unit Designer/s: PE/Health Curriculum Committee  

Time Frame: 2 weeks

School District: Eatontown Public Schools  

School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

- Standard 2.1.4 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. A1-2

- Standard 2.4.4 (Human Relationships and Sexuality) All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. A1-2, B1, C1-2

- Standard 9.1 (21st Century 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.

- 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Brief Summary of Unit

In this the children will identify the changes in living things as they grow. Students will identify basic body organs and functions. They will describe how children are alike and different. Children will discuss factors that contribute to healthy physical, social, and emotional growth.
IDENTIFY DESIRED RESULTS

My Growth and Development

What overarching understandings are desired?

- Living things grow, change, and develop.
- Body organs have specific functions.
- Many factors contribute to a healthy lifestyle.
- Physical, social, and emotional changes occur at puberty.
- Everyone in a family has responsibilities.

What are the overarching “essential” questions?

- What happens when you grow?
- How do body organs work together?
- How do exercise and a proper diet help the body?
- How do children grow and develop?
- How can you be a good family member?

What will students understand as a result of this unit?

Students will understand...

- How the body grows and changes in many ways
- The heart, lungs, stomach, etc. have a specific function in the body
- The body digests food to get energy
- Children grow and develop differently
- All members of the family have rights, privileges, and responsibilities

What “essential” and “unit” questions will focus this unit?

- What are some ways you may grow and change?
- How do body systems work together?
- How does the body use food?
- How do humans develop and care for their offspring?
- What are some of the changes that occur between boys and girls?
What evidence will show that students understand how the body grows and changes?

Performance Tasks, Projects

My Body – Trace and explain the path food takes as it travels through the body.

Quizzes, Tests, Academic Prompts

- Written Quizzes
- Written Tests
- Writing Prompt: Caring for Others– Students will write a composition outlining the roles and responsibilities they have within their families.

Unprompted Evidence, Observations, Work Samples

- Teacher Observation
- Cooperative Group activity and work samples
- Class Participation

Student Self-Assessment

- Self-Assess body outline
- Self-Assess the role they play in the family
**PERFORMANCE TASK BLUEPRINT**

**Task Title:** My Body  
**Approximate Time Frame:** 42 minutes

**What desired understanding/content standards will be assessed through this task?**

| Standard 2.1.4 (Wellness) | All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. A1-2 |
| Standard 2.4.4 (Human Relationships and Sexuality) | All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. A1-2, B1, C1-2 |
| 8.1 (Educational Technology) | All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge. |

**What is the purpose of this assessment task?**  
**Formative**  
**Summative**

**Through what authentic performance task will students demonstrate understanding?**

By tracing the path of food through the body, students will understand the function and locations of the various body parts.

**What student products/performances will provide evidence of desired understandings?**

| Completed path of food through the body | Student composition | N/A |

**By what criteria will student products/performances be evaluated?**

Proper anatomical placement

**What type of scoring tools will be used for evaluation?**

Analytic Rubric  
**Holistic Rubric**  
Criterion List  
**Checklist**
What other evidence will be collected during this unit?

What will be assessed?
X  Skill  X  Understanding  List

How will evidence be collected?
X  Quiz/Test  Teacher notes  X  Assignment

Other: Writing Prompt

What type of assessments will be used?
X  Selected Response
   Academic Response
   Brief Constructed Responses
X  Observation
X  Work Sample
Other:

What is the assessment’s purpose?
Diagnostic  X  Formative  X  Summative

Describe the assessments and state the prompts:
- Written quizzes and tests
- Writing Prompt
- Performance Tasks

What types of scoring tools will be used for evaluation?
Analytic Rubric
X  Holistic Rubric
   Criterion List
X  Checklist
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…

- How the body grows and changes in many ways
- The heart, lungs, stomach, etc. have a specific function in the body
- The body digests food to get energy.
- Children grow and develop differently
- All members of the family have rights, privileges, and responsibilities.

Students will need to be able to…

- Identify some ways you may grow and change.
- Describe how body systems work together.
- Explain how the body uses food.
- Understand how humans develop and care for their offspring?
- What are some of the changes that occur between boys and girls?

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan the chapter to assess prior knowledge
2. Preview vocabulary words
3. Read and discuss selections from the health textbook
4. Demonstrate an understanding of vocabulary and concepts through performance task, class discussions, and various cross-curricular activities
5. Complete a writing prompt and share with class
6. Complete text review and assessment pages
SUPPLEMENTAL RESOURCES

Books:  Me and My Amazing Body by Joan Sweeney and Annette Cable

Suggested Student Reading:  Amazing You: Getting Smart About Your Private Parts by Gail Saltz and Lynne Avril Cravath

Manuals:  Harcourt Health and Fitness
## SUPPLEMENTAL RESOURCES

**Computer Software:** My Body, Myself by JC Research

**Other References:**
- Understanding By Design, McTigh & Wiggins 1999
- Washington Public Schools

**Web References:** www.eatontown.eboard.com
Unit Title: Food and Your Health

Grade Level/s: 3

Subject/Topic Areas: Health, Food, and Nutrition

Key Words: Food guide pyramid, diet, healthy, product labels, nutrition, body weight, unhealthy, eating patterns

Unit Designer/s: PE/Health Curriculum Committee   Time Frame: 4 weeks

School District: Eatontown Public Schools   School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.1.4 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. B1-4

Standard 9.1 (21st Century 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.

8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Brief Summary of Unit

Students will examine the value of their food choices to maintain a healthy lifestyle. Students will discover how to choose healthful meals and snacks with appropriate servings according to the Food Guide Pyramid. Students will learn how to identify food labels to make healthy decisions. They will discuss how healthy eating provides energy to maintain healthy weight and lower risk of illness.
IDENTIFY DESIRED RESULTS

Food and Your Health

What overarching understandings are desired?

- The Food Pyramid has recommended servings for each category.
- A balanced meal contains certain types and amounts of food.
- Specific dietary requirements contribute to maintaining an appropriate healthy body weight.
- A healthy diet can be diverse.
- Personal choices in a diet foster a healthy body.

What are the overarching “essential” questions?

- What is a balanced meal?
- What are the food groups in the Food Guide Pyramid?
- How can you maintain an appropriate healthy body weight?
- What are some examples of different healthy foods?
- What is a diet appropriate for you?

What will students understand as a result of this unit?

Students will understand…

- Food groups on the food guide pyramid
- Nutritional value of foods
- The importance of planning and preparing healthy meals
- The importance of maintaining an appropriate body weight

What “essential” and “unit” questions will focus this unit?

- What are examples of balanced meals and healthy snacks?
- Why do you need to eat foods from all groups within the food guide pyramid?
- What are groups in the food guide pyramid?
- Why is a healthy diet essential to maintain an appropriate healthy body weight?
Determinable Acceptable Evidence

Food and Your Health

What evidence will show that students understand how food is important to health?

Performance Tasks, Projects

- Food Find: Using magazines, newspapers, and illustrations, students will construct an individual food pyramid
- Creating a menu: Students will prepare 3 healthy meals for the day utilizing a food pyramid.

Quizzes, Tests, Academic Prompts

- Written Quizzes
- Written Tests
- Writing Prompts: Students will write about why healthy foods are essential for a healthy body.

Unprompted Evidence, Observations, Work Samples

- Cooperative Group work
- Class participation
- Teacher observations of students during work on the performance tasks

Student Self-Assessment

- Self-Assess menu
- Self-Assess food guide pyramid
- Self-Assess personal eating habits
**PERFORMANCE TASK BLUEPRINT**

**Food and Your Health**

**Task Title:** Create a Menu  
**Approximate Time Frame:** 30 min.

What desired understanding/content standards will be assessed through this task?

- Standard 2.1.4 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. B1-4
- Standard 9.1 (21st Century 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.
- 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

What is the purpose of this assessment task?  
X Formative  X Summative

Through what authentic performance task will students demonstrate understanding?

Students will create a menu for the day. They will be required to plan 3 healthy meals utilizing the food guide pyramid.

What student products/performances will provide evidence of desired understandings?

| Menu       | N/A       | N/A       |

By what criteria will student products/performances be evaluated?

Chosen foods will demonstrate student understanding of planning healthy meals with appropriate servings and choices for each food group.

What type of scoring tools will be used for evaluation?

Analytic Rubric  X Holistic Rubric  Criterion List  X Checklist
**BLUEPRINT FOR OTHER EVIDENCE**

**Food and Your Health**

What other evidence will be collected during this unit?

<table>
<thead>
<tr>
<th>What will be assessed?</th>
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<tr>
<td>X Skill</td>
<td>X Understanding</td>
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<tr>
<th>How will evidence be collected?</th>
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<tr>
<td>X Quiz/Test</td>
<td>X Teacher notes</td>
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<tr>
<td>X Other: Writing prompt</td>
<td>X Assignment</td>
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<td>Academic Response</td>
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<td>Brief Constructed Responses</td>
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<td>X Observation</td>
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<td>X Work Sample</td>
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<td>Other:</td>
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<td>X Diagnostic</td>
<td>X Formative</td>
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<td></td>
<td>X Summative</td>
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</table>

Describe the assessments and state the prompts:
- Written quizzes and tests
- Writing Prompt
- Performance Task

What types of scoring tools will be used for evaluation?
- Analytic Rubric
- Checklist
  Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- Food groups on the food guide pyramid
- Nutritional value of foods
- The importance of planning and preparing healthy meals
- Ways ads can affect food choices

Students will need to be able to…
- Classify foods by food group
- Identify foods of non-nutritional value
- Plan a healthy meal
- Recognize messages of food ads

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan the chapter to assess prior knowledge
2. Preview vocabulary words
3. Read and discuss selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through performance task, class discussions, and various cross-curricular activities
5. Complete writing prompt and share with class
6. Complete text review and assessment pages
SUPPLEMENTAL RESOURCES


Suggested Student Reading: Showdown At The Food Pyramid by Rex Barron

SUPPLEMENTAL RESOURCES

Computer Software: My Body, Myself by JC Research

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.eatontownschools.eboard.com
Unit Title: Keeping Safe

Grade Level/s: 3

Subject/Topic Areas: Injury Prevention and Safety

Key Words: Crosswalks, safety, injury, strangers, fire safety, internet safety, personal space

Unit Designer/s: PE/Health Curriculum Committee

Time Frame: 4 weeks

School District: Eatontown Public Schools

School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.1.4 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. D1-4

Standard 9.1 (21st Century 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.

8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Brief Summary of Unit

In this unit, students will identify ways to keep safe and prevent injuries. They will discuss safety rules for playground, bike, car, bus, water, and pedestrians. They will be able to describe simple first aid procedures. They will understand “good/safe touch”, “bad/unsafe touch”, and “confusing touch”. They will identify appropriate behavior when interacting with strangers.
What overarching understandings are desired?

- Following rules keeps you safe.
- How to identify safe and appropriate behavior when interacting with strangers and adults.
- How to handle an unsafe or emergency situation.
- Certain touching is inappropriate.
- Preventing injuries can keep you safe.
- Following bike safety rules keeps you safe.

What are the overarching “essential” questions?

- What school rules keep you safe?
- What are the emergency phone numbers?
- What are potential consequences for breaking rules?
- Who are trusted adults?
- What method should you take to say calm in an unsafe situation?
- Why is it important for everyone to keep their hands to themselves?
- What are some bicycle safety rules to follow?

What will students understand as a result of this unit?

Students will be able to…

- Identify trusted adults
- Identify good and bad touching
- Demonstrate/identify safety procedures for home and school
- Demonstrate how to react in a crisis
- Explain simple first aid procedures

What “essential” and “unit” questions will focus this unit?

- How can you develop strategies to reduce injuries?
- When would you speak to a trusted adult?
- How do keep safe in case of a fire?
- What rules should you follow when walking or riding your bike?
- What information is given when 911 is called?
- Where is your meeting place if there is a fire?
- What parts of your body are private to touching by others?
Keeping Safe

What evidence will show that students understand safety?

Performance Tasks, Projects

Role Playing: Students will demonstrate appropriate responses to the following teacher prompted situations.
- Stop, Drop, and Roll
- Dialing 911
- Stranger Safety
- Bicycle Safety
- Simple first aid procedures
- Appropriate ways to handle emergency situations

Quizzes, Tests, Academic Prompts

- Written quizzes/tests
- Writing Prompt: Create an evacuation plan in case of fire in their home.

Unprompted Evidence, Observations, Work Samples

- Informal teacher observations of students in role playing situations.
- Classroom participation.

Student Self-Assessment

- Self-assess personal safety skills.
- Self-assess writing
- Self-assess evacuation plan
**Task Title:** Role Playing  
**Approximate Time Frame:** 20 minutes

### What desired understanding/content standards will be assessed through this task?

<table>
<thead>
<tr>
<th>Standard 2.1.4 (Wellness)</th>
<th>All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. D1-4</th>
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<td>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.</td>
</tr>
</tbody>
</table>

### What is the purpose of this assessment task?  
Formative  
Summative

### Through what authentic performance task will students demonstrate understanding?

Students will role play safety and emergency situations.

### What student products/performances will provide evidence of desired understandings?

- Demonstrations
- Writing Prompt
- Evacuation Plan

### By what criteria will student products/performances be evaluated?

- Demonstrations will indicate appropriate procedures to follow in emergency situations.
- Writing prompt will demonstrate an understanding of appropriate evacuation plan

### What type of scoring tools will be used for evaluation?

- Analytic Rubric  
- Holistic Rubric  
- Criterion List  
- Checklist
What other evidence will be collected during this unit?

What will be assessed?
- X Skill
- X Understanding

How will evidence be collected?
- X Quiz/Test
- X Teacher notes
- X Assignment
- X Other: Steps to Respect
  - Second Step

What type of assessments will be used?
- X Selected Response
- Academic Response
- Brief Constructed Responses
- X Observation
- X Work Sample
- X Other: Demonstrations

What is the assessment’s purpose?
- X Diagnostic
- X Formative
- X Summative

Describe the assessments and state the prompts:
- Written Quizzes and tests
- Writing Prompts
- Role playing

What types of scoring tools will be used for evaluation?
- X Answer Key
- X Holistic Rubric
- X Criterion List
- X Checklist
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- Who are trusted adults
- What is good and bad touching
- Appropriate fire safety procedures
- Bike and pedestrian safety rules
- How to react in a crisis
- Simple first aid

Students will need to be able to…
- Describe strategies to reduce injuries
- Discuss times when you would speak to a trusted adult
- Describe how to keep safe in case of a fire
- Identify rules to follow when walking or riding a bike
- Tell information that is given when 911 is called
- Identify their meeting place if there is a fire
- Discuss parts of the body that are private to touching by others

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan the chapter to assess prior knowledge
2. Preview vocabulary words
3. Read and discuss selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through role playing class discussions and various cross-curricular activities
5. Complete writing prompt and share with class
6. Complete text review and assessment pages
SUPPLEMENTAL RESOURCES

Books: The Safety Book for Active Kids: Teaching Your Child How to Avoid Everyday Dangers by Linda Schwartz and Beverly Armstrong

Suggested Student Reading: I Can Be Safe: A First Look at Safety by Pat Thomas and Lesley Harker

### SUPPLEMENTAL RESOURCES

**Computer Software:** Health for Kids Series by Global Marketing Partners

**Other References:**
Understanding By Design, McTigh & Wiggins 1999  
Washington Public Schools

**Web References:** www.eatontownschools.eboard.com
Unit Title: We All Have Feelings  

Grade Level/s: 3  

Subject/Topic Areas: Social and Emotional Health  

Key Words: Emotions, angry, stress, needs, respect, polite, consequences, choices, peers, harassment, bullying, abuse, goals, decision  

Unit Designer/s: PE/Health Curriculum Committee  

Time Frame: 4 weeks  

School District: Eatontown Public Schools  

School: Meadowbrook, Vetter, Woodmere  

Link to Content Standards/Interdisciplinary Standards  

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<td>Standard 2.2.4 (Integrated Skills) All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. A-E</td>
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Brief Summary of Unit  

In this unit students will be able to describe basic human needs and how to meet those needs. Students will discuss culture, peers, and the media impact the ways people communicate and express emotions. They will explain how the emotions can affect communication, choices, and behaviors. Students will recognize difference among conflict, violence, bullying, and harassment. They will demonstrate strategies to reduce conflict.
IDENTIFY DESIRED RESULTS

We All Have Feelings

What overarching understandings are desired?
- Managing emotions and stress is an important part of our well being and directly affects health.
- Positive interpersonal relationships are an ongoing process.
- Good decision making skills are essential to the emotional health of a person.

What are the overarching “essential” questions?
- What are emotions?
- How do emotions affect us?
- How should we treat others?
- What is stress?
- What is a consequence?
- What are good decision making skills?

What will students understand as a result of this unit?
- Understand choices have consequences
- Identify ways to manage stress
- Recognize importance of positive interpersonal relationships
- Express emotions appropriately
- Identify alternative ways of dealing with problems
- Describe basic human needs

What “essential” and “unit” questions will focus this unit?
- What is a consequence?
- How do you appropriately show emotions?
- What is a peer?
- What does respect mean?
- How can you be polite?
- What are steps to managing stress?
- How are people different?
- What is a want?
- What is a need?
- What is the difference between conflict and violence?
What evidence will show that students understand emotions?

Performance Tasks, Projects

- My Emotions: Students will make a poster illustrating an emotion (anger, frustration, happiness, etc,) and how to handle each emotion (ex. Breathing, talking to others, etc.)
- Role Play: Students will demonstrate appropriate responses to teacher prompted situations dealing with conflicts and appropriate means of dealing with the conflict.

Quizzes, Tests, Academic Prompts

- Writing Prompt: Students will write a narrative about a time they expressed an emotion.
- Written Quizzes
- Written tests

Unprompted Evidence, Observations, Work Samples

- Informal teacher observations of students in unstructured situations.
- Classroom participation.

Student Self-Assessment

Self-Assessment:
- How have you solved conflicts?
- What are some ways you have dealt with everyday emotions?
PERFORMANCE TASK BLUEPRINT

We All Have Feelings

Task Title: My Emotions  
Approximate Time Frame: 20 minutes

What desired understanding/content standards will be assessed through this task?

- Standard 2.1.4 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. E1-4
- Standard 2.2.4 (Integrated Skills) All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. A-E
- Standard 9.1 (21st Century 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.
- 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

What is the purpose of this assessment task?  Formative  X  Summative

Through what authentic performance task will students demonstrate understanding?

Students will make a slide show on the computer illustrating an emotion (anger, frustration, happiness, etc.) and how to handle each emotion (ex. Breathing, talking to others, etc.)

What student products/performances will provide evidence of desired understandings?

- Illustrations
- Presentations
- Slide show

By what criteria will student products/performances be evaluated?

- Illustrations and slide shows will contain emotions and appropriate ways to handle emotions.
- Presentations will include eye contact and proper pronunciation.

What type of scoring tools will be used for evaluation?

- Analytic Rubric  
- X Holistic Rubric
- Criterion List
- X Checklist
We All Have Feelings

What other evidence will be collected during this unit?

What will be assessed?
- X Skill
- X Understanding
- List

How will evidence be collected?
- X Quiz/Test
- Teacher notes
- X Assignment
- X Other: Writing Prompt

What type of assessments will be used?
- X Selected Response
- Academic Response
- Brief Constructed Responses
- X Observation
- X Work Sample
- X Other: Presentation

What is the assessment’s purpose?
- Diagnostic
- X Formative
- X Summative

Describe the assessments and state the prompts:
- Written quizzes and tests.
- Writing prompts

What types of scoring tools will be used for evaluation?
- Analytic Rubric
- X Holistic Rubric
- X Criterion List
- X Checklist
- X Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- That choices have consequences
- Ways to manage stress
- The importance of positive interpersonal relationships
- How to express emotions appropriately
- What are alternate ways of dealing with problems
- What are some basic human needs

Students will need to be able to…..
- Understand choices have consequences
- Identify ways to manage stress
- Recognize importance of positive interpersonal relationships
- Express emotions appropriately
- Identify alternative ways of dealing with problems
- Describe basic human needs

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan the chapter to assess prior knowledge
2. Preview vocabulary words
3. Read and discuss selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through role playing class discussions and various cross-curricular activities
5. Complete writing prompt and share with class
6. Complete text review and assessment pages
SUPPLEMENTAL RESOURCES

Books: Double-Dip Feelings: Stories to Help Children Understand Emotions by Barbara S. Cain and Anne Patterson

Suggested Student Reading: The Feelings Book by Todd Parr
The Pigeon Has Feelings, Too! by Mo Willems

Manuals: Harcourt Health and Fitness
SUPPLEMENTAL RESOURCES

Computer Software: My Body, Myself by JC Research

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.education-world.com/a_tsl/archives/03-1/lesson026.shtml
www.eatontownschools.eboard.com
Unit Title: Chemical Substances               Grade Level/s:  3

Subject/Topic Areas: Medicines, alcohol, tobacco, nicotine, cigarettes, marijuana, addiction, chemical dependency and how they affect the body

Key Words: Medicines, drugs, alcohol, tobacco, chemical dependency, labels, harmful, helpful, illegal, poisons, nicotine

Unit Designer/s: PE/Health Curriculum Committee Time Frame 4 weeks

School District: Eatontown Public Schools               School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.3.4 (Drugs and Medicines) All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to a healthy, active lifestyle. A1-2, B1-5, C1-3

Standard 9.1 (21st Century 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.

8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Brief Summary of Unit

In this unit, students will describe what a medicine is and how to take it safely. They will identify what chemical dependency is and how to recognize symptoms. They will identify substances that can be poisonous. They will be able to define what a drug is, and understand that alcohol, tobacco, nicotine and marijuana affect the body. They will explain that some people cannot control their use of alcohol, tobacco, and other drugs.
IDENTIFY DESIRED RESULTS

Chemical Substances

What overarching understandings are desired?

- Medicines/Drugs cause changes in the way the body and/or mind work.
- Drugs can be found in many different forms and substances.
- Poisons can injure or kill you.
- Alcohol, tobacco, nicotine, and marijuana are drugs that affect the body.
- Alcohol is legal for people age 21, and cigarettes are legal for people age 18 and up.
- What is chemical dependency, and what are some of its symptoms.

What are the overarching “essential” questions?

- What is medicine?
- What is a gateway drug?
- How do drugs and medicines affect your body and mind?
- What are alcohol, tobacco, nicotine, and marijuana?
- What does it mean to be chemically dependent to a drug?

What will students understand as a result of this unit?

Students will be able to:
- Define and identify drugs
- Define alcohol, tobacco, nicotine, and marijuana
- Describe how alcohol, tobacco, nicotine and marijuana affect the body
- Identify what chemical dependency is and how to recognize symptoms

What “essential” and “unit” questions will focus this unit?

- What is a gateway drug?
- What is alcohol?
- What is tobacco?
- What is a side effect when you take a medicine?
- How do the use of tobacco, alcohol and other drugs affect the body?
- What does it mean to be addicted to a drug?
- How can a gateway drug lead to other drug use?
What evidence will show that students understand medicines, drugs, and chemical substances?

Performance Tasks, Projects

Role Playing: Students will demonstrate appropriate responses to the following teacher prompted situations.
  - Utilize applicable Steps to Respect and Second Step Role playing scenarios.

Quizzes, Tests, Academic Prompts

  - Written Tests/Quizzes
  - Writing Prompt- Teacher will choose a role play card from Steps to Respect or Second Step Program depicting a drug scenario. Have students write a story about what is happening in the picture.

Unprompted Evidence, Observations, Work Samples

  - Informal teacher observations of students in role playing situations.
  - Classroom participation

Student Self-Assessment

  - Self-Assess story
  - Self-Assess proper usage of drugs and medicines
PERFORMANCE TASK
BLUEPRINT

Chemical Substances

Task Title: Story Role Playing
Approximate Time Frame: 20 minutes

What desired understanding/content standards will be assessed through this task?

<table>
<thead>
<tr>
<th>Standard 2.3.4 (Drugs and Medicines) All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to a healthy, active lifestyle. A1-2, B1-5, C1-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 9.1 (21st Century 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.</td>
</tr>
<tr>
<td>8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.</td>
</tr>
</tbody>
</table>

What is the purpose of this assessment task?  X  Formative  X  Summative

Through what authentic performance task will students demonstrate understanding?

Students will choose one of the stories written by classmates and act out one of the stories.

What student products/performances will provide evidence of desired understandings?

| Writing Prompts | Demonstrations/Role Play | N/A |

By what criteria will student products/performances be evaluated?

- Stories will have appropriate message regarding drugs, alcohol, or tobacco use.
- Role playing will demonstrate appropriate responses relating to drug use.

What type of scoring tools will be used for evaluation?

| Analytic Rubric | X  Holistic Rubric | Criterion List | X  Checklist |
BLUEPRINT FOR OTHER EVIDENCE

Chemical Substances

What other evidence will be collected during this unit?

What will be assessed?
X Skill X Understanding List

How will evidence be collected?
X Quiz/Test X Teacher notes X Assignment
X Other: Writing Prompt

What type of assessments will be used?
X Selected Response
X Academic Response
X Brief Constructed Responses
X Observation
X Work Sample
X Other: Second Step, Steps to Respect

What is the assessment’s purpose?
X Diagnostic X Formative X Summative

Describe the assessments and state the prompts:
- Written Quizzes and Tests
- Writing Prompt/Poster

What types of scoring tools will be used for evaluation?
Analytic Rubric
X Holistic Rubric
Criterion List
Checklist
X Answer Key
**PLAN LEARNING EXPERIENCES AND INSTRUCTION**

**Chemical Substances**

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

<table>
<thead>
<tr>
<th>Students will need to know…</th>
<th>Students will need to be able to…</th>
</tr>
</thead>
<tbody>
<tr>
<td>● What drugs are.</td>
<td>● Define what drugs, alcohol, and tobacco</td>
</tr>
<tr>
<td>● How alcohol, tobacco, nicotine and marijuana affect the body.</td>
<td>● Describe how alcohol, tobacco, nicotine and marijuana affect the body</td>
</tr>
<tr>
<td>● What chemical dependency is and how to recognize symptoms</td>
<td>● What chemical dependency is and how to recognize symptoms</td>
</tr>
</tbody>
</table>

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Preview vocabulary words
2. Scan the chapter to assess prior knowledge
3. Read and discuss selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through role playing class discussions and various cross-curricular activities
5. Complete writing prompt and share with class
6. Complete text review and assessment pages
SUPPLEMENTAL RESOURCES

Books: Good Drug and the Bad Drug by John S. Marr

Suggested Student Reading: It's Ok to Say No to Drugs: How to Say No (It's Ok to Say No) by Susan Amerikaner

SUPPLEMENTAL RESOURCES

Computer Software: My Body, Myself by JC Research

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.eatontownschools.eboard.com
Unit Title: Taking Care of our Body

Grade Level/s: 4

Subject/Topic Areas: Personal Health

Key Words: Germs, floss, dentist, dental hygienists, health care products, physically fit, personal hygiene, exercise, sleep, skin, disease

Unit Designer/s: PE/Health Curriculum Committee

Time Frame: 4-6 weeks

School District: Eatontown Public Schools

School: Vetter, Meadowbrook, Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.1.4 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. A 1-2, C 1-3

Standard 9.1 (21st Century 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.

8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Brief Summary of Unit

Students will describe how sleep affects the body; explain how skin protects against disease; tell how to care for skin, teeth, eyes and ears; and give sources of information about health products. Students will be able to describe how to build physical fitness.
IDENTIFY DESIRED RESULTS

Taking Care of our Body

What overarching understandings are desired?

- Regular exercise keeps you healthy.
- Health products have labels and directions.
- Proper use of health products enhances our well-being.
- A good night’s sleep is important.
- A healthy approach to care for skin, ears, eyes, teeth is essential.
- Skin protects you from germs.

What are the overarching “essential” questions?

- What are different types of exercise?
- What information can we get from labels on health products?
- What are some products we can use to keep healthy?
- Why is sleep essential for good health?
- What are some ways you can care for your skin, ears, eyes, teeth?
- How can germs enter the body?

What will students understand as a result of this unit?

Students will understand…

- How sleep affects the body
- How skin protects against disease
- How to care for skin, teeth, eyes and ears
- Sources of information about health products
- How to build physical fitness

What “essential” and “unit” questions will focus this unit?

- How many hours of sleep is recommended for your age group?
- How does taking care of your skin protect you from diseases?
- What are some ways to care for your skin, teeth, eyes, and ears?
- What are some ways you can get information about health products?
- How can you build physical fitness?
What evidence will show that students understand how to take care of the body?

**Performance Tasks, Projects**

- Create a health product: Students will invent a health product that would aid in the care of ears, eyes, teeth, or skin.
- Health product collage: Students will create a collage of health products

**Quizzes, Tests, Academic Prompts**

- Written quizzes
- Written tests
- Writing prompt: Students will write a persuasive essay on why people should buy the invented product (see above).

**Unprompted Evidence, Observations, Work Samples**

- Teacher observation
- Class participation
- Cooperative group activity and work samples.

**Student Self-Assessment**

- Self-assess health product.
- Self-assess collage.
**PERFORMANCE TASK BLUEPRINT**

Taking Care of our Body

**Task Title:** Health Product Collage  
**Approximate Time Frame:** 30 minutes

**What desired understanding/content standards will be assessed through this task?**

- Standard 2.1.4 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. A 1-2, C 1-3
- 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

**What is the purpose of this assessment task?**  
X Formative  
X Summative

**Through what authentic performance task will students demonstrate understanding?**

After a discussion on different types of health products, students will create a collage coordinating each product with its specific part of the body and use. For example, floss would go near the mouth; hair gel would go near the hair.

**What student products/performances will provide evidence of desired understandings?**

| Collage | Presentation | N/A |

**By what criteria will student products/performances be evaluated?**

Accurate correlation of health product to proper body part.

**What type of scoring tools will be used for evaluation?**

Analytic Rubric  
Holistic Rubric  
Criterion List  
X Checklist
## Blueprint for Other Evidence

### Taking Care of our Body

**What other evidence will be collected during this unit?**

<table>
<thead>
<tr>
<th>What will be assessed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Skill</td>
</tr>
<tr>
<td>X Understanding</td>
</tr>
<tr>
<td>List</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How will evidence be collected?</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Quiz/Test</td>
</tr>
<tr>
<td>Teacher notes</td>
</tr>
<tr>
<td>X Assignment</td>
</tr>
<tr>
<td>X Other: Writing prompt</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What type of assessments will be used?</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Selected Response</td>
</tr>
<tr>
<td>X Academic Response</td>
</tr>
<tr>
<td>X Brief Constructed Responses</td>
</tr>
<tr>
<td>X Observation</td>
</tr>
<tr>
<td>X Work Sample</td>
</tr>
<tr>
<td>X Other: Presentation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is the assessment’s purpose?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagnostic</td>
</tr>
<tr>
<td>X Formative</td>
</tr>
<tr>
<td>X Summative</td>
</tr>
</tbody>
</table>

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Describe the assessments and state the prompts:

- Written quizzes and tests
- Writing Prompt
- Presentation

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**What types of scoring tools will be used for evaluation?**

- X Checklist
- X Holistic Rubric
- X Answer Key
- Checklist
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- How sleep affects the body
- How skin protects against disease
- How to care for skin, teeth, eyes and ears
- Sources of information about health products
- How to build physical fitness.

Students will need to be able to…
- Describe how sleep affects the body
- Explain how skin protects against disease
- Tell how to care for skin/teeth/eyes/ears
- Give sources of information about health products
- Describe how to build physical fitness.

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan the chapter to assess prior knowledge
2. Preview vocabulary words
3. Read and discuss selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through performance task, class discussions, and various cross-curricular activities
5. Complete writing prompt and share with class
6. Complete text review and assessment pages
SUPPLEMENTAL RESOURCES

Books:  Why Should I Wash My Body?: And Other Questions about Keeping Clean and Healthy (Body Matters) by Louise A. Spilsbury

Suggested Student Reading:  Keeping Your Body Clean (Healthy Habits) by Mary Elizabeth Salzmann

SUPPLEMENTAL RESOURCES

Computer Software: Health for Kids Series by Global Marketing Partners

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.kidshealth.org
               www.bam.gov
               www.kidshealth.org
Unit Title: My Growth and Development  
Grade Level/s: 4

Subject/Topic Areas: Body structure, function, growth

Key Words: Senses, grow, body parts, organs, gender, nurture, structure, function, puberty, fertilization, fetus, embryo, uterus, pregnancy

Unit Designer/s: PE/Health Curriculum Committee  
Time Frame: 2 weeks

School District: Eatontown Public Schools  
School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.1.4 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. A1-2

Standard 2.4.4 (Human Relationships and Sexuality) All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. A1-2, B1, C1-2

Standard 9.1 (21st Century 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.

8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Brief Summary of Unit

In this unit, children will explore the changes in living things as they grow. Students will identify basic body organs and function. Children will discuss factors that contribute to healthy physical, social and emotional growth. They will understand how a fetus grows and develops and the importance of a mother’s health during development.
What overarching understandings are desired?

- Living things grow, change, and develop.
- Body systems have specific structures and functions.
- Physical changes occur at each stage of human life.
- Many factors contribute to a healthy lifestyle.
- Puberty begins and ends at different ages for different people.
- Culture and traditions influence personal family development.

What are the overarching “essential” questions?

- What happens when you grow?
- How do body systems work together?
- How do children grow and develop?
- What factors contribute to a person’s well-being?
- What changes occur during puberty?
- What is a family tradition?

What will students understand as a result of this unit?

Students will understand...

- How the body grows and changes in many ways
- The heart, lungs, stomach, etc. have a specific function in the body
- Children grow and develop differently
- All members of the family have rights, privileges, and responsibilities
- The body changes that occur during puberty
- Family celebrations and traditions influence a family’s individuality

What “essential” and “unit” questions will focus this unit?

- What are some ways you may grow and change?
- How do body systems work together?
- What are some ways a person can maintain a healthy body?
- What physical and emotional changes occur to girls/boys during puberty?
- What are some traditions in your family?
**My Growth and Development**

What evidence will show that students understand how the body grows and changes?

### Performance Tasks, Projects

Family Traditions- Bring in and discuss an object, food, etc that would illustrate its cultural influence on your family.

### Quizzes, Tests, Academic Prompts

- Written Quizzes
- Written Tests
- Writing Prompt: Personal Narrative – Students will bring in a picture from a family celebration and write a story describing the details of the picture.

### Unprompted Evidence, Observations, Work Samples

- Teacher Observation
- Cooperative Group activity and work samples
- Class Participation

### Student Self-Assessment

- Self-Assess family tradition topic
- Self-Assess Personal Narrative
**Task Title:** Family Traditions  
**Approximate Time Frame:** 42 minutes

**What desired understanding/content standards will be assessed through this task?**

- **Standard 2.1.4** (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. A1-2
- **Standard 2.4.4** (Human Relationships and Sexuality) All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. A1-2, B1, C1-2
- **8.1** (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

**What is the purpose of this assessment task?**

- **Formative**
- **Summative**

**Through what authentic performance task will students demonstrate understanding?**

- By discussing personal family traditions, students will understand their impact on family development.

**What student products/performances will provide evidence of desired understandings?**

- Presentation
- Personal Narrative
- N/A

**By what criteria will student products/performances be evaluated?**

- Student presentations will demonstrate a tradition that influenced their family.

**What type of scoring tools will be used for evaluation?**

- Analytic Rubric
- Holistic Rubric
- Criterion List
- Checklist
BLUEPRINT FOR OTHER EVIDENCE

My Growth and Development

What other evidence will be collected during this unit?

What will be assessed?
X Skill  X Understanding  List

How will evidence be collected?
X Quiz/Test  Teacher notes  X Assignment

Other: Writing Prompt

What type of assessments will be used?
X Selected Response
  Academic Response
  Brief Constructed Responses
X Observation
X Work Sample
  Other:

What is the assessment's purpose?
Diagnostic  X Formative  X Summative

Describe the assessments and state the prompts:
- Written quizzes and tests
- Writing Prompt
- Performance Tasks

What types of scoring tools will be used for evaluation?
  Analytic Rubric
X Holistic Rubric
  Criterion List
X Checklist
  Answer Key
PLAN LEARNING EXPERIENCES
AND INSTRUCTION

My Growth and Development

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…

• That body grows and changes in many ways
• The heart, lungs, stomach, etc. have a specific function in the body
• Children grow and develop differently
• All members of the family have rights, privileges, and responsibilities
• The body changes that occur during puberty
• Family celebrations and traditions influence a family’s individuality

Students will need to be able to…

• Identify some ways you may grow and change
• Understand how body systems work together
• Describe some ways a person can maintain a healthy body
• Understand that physical and emotional changes occur to girls/boys during puberty
• Share some traditions in their family

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan the chapter to assess prior knowledge
2. Preview vocabulary words
3. Read and discuss selections from the health textbook
4. Demonstrate an understanding of vocabulary and concepts through performance task, class discussions, and various cross-curricular activities
5. Complete a writing prompt and share with class
6. Complete text review and assessment pages
SUPPLEMENTAL RESOURCES

Books: Me and My Amazing Body by Joan Sweeney and Annette Cable

Suggested Student Reading: Amazing You: Getting Smart About Your Private Parts by Gail Saltz and Lynne Avril Cravath

Manuals: Harcourt Health and Fitness
SUPPLEMENTAL RESOURCES

Computer Software:  My Body, Myself by JC Research

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.eatontown.eboard.com
Unit Title: Food and Your Health  

Grade Level/s:  4

Subject/Topic Areas: Health, Food, and Nutrition

Key Words: Food guide pyramid, diet, healthy, product labels, nutrition, body weight, unhealthy, eating patterns, diseases, spoiling

Unit Designer/s: PE/Health Curriculum Committee  

Time Frame: 4 weeks

School District: Eatontown Public Schools  

School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.1.4 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. B1-4

Standard 9.1 (21st Century 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.

8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Brief Summary of Unit

Students will examine the value of their food choices to maintain a healthy lifestyle. Students will discover how to choose healthful meals and snacks with appropriate servings according to the Food Guide Pyramid. Students will learn how to identify food labels to make healthy decisions. They will discuss how healthy eating provides energy to maintain healthy weight and lower risk of illness. They will explain how foods spoil and tell how to store, prepare, and buy foods carefully.
What overarching understandings are desired?

- The Food Pyramid has recommended servings for each category.
- A balanced meal contains certain types and amounts of food.
- Specific dietary requirements contribute to maintaining an appropriate healthy body weight.
- A healthy diet can be diverse.
- Personal choices in a diet foster a healthy body.
- Proper handling and preparation of food contributes to good health and safety.

What will students understand as a result of this unit?

Students will understand…
- Food groups on the food guide pyramid
- Nutritional value of foods
- The importance of planning and preparing healthy meals
- The importance of maintaining an appropriate body weight
- How foods spoil and tell how to store, prepare, and buy foods carefully

What are the overarching “essential” questions?

- What is a balanced meal?
- What are the food groups in the Food Guide Pyramid?
- How can you maintain an appropriate healthy body weight?
- What are some examples of different healthy foods?
- What is a diet appropriate for you?
- How can I handle and prepare foods safely?
- How can I tell if food is spoiled or has been handled improperly?

What “essential” and “unit” questions will focus this unit?

- What are examples of balanced meals and healthy snacks?
- Why do you need to eat foods from all groups within the food guide pyramid?
- What are groups in the food guide pyramid?
- Why is a healthy diet essential to maintain an appropriate healthy body weight?
- What are some ways of handling and preparing foods safely?
- What can cause food to spoil?
What evidence will show that students understand how food is important to health?

**Performance Tasks, Projects**

- Food Find: Using magazines, newspapers, and illustrations, students will construct a classroom food pyramid.
- Restaurant Owner: Students will create a menu for an individual restaurant. They will present their menu to a partner. Partner will choose items from the menu that constitute a healthy meal.

**Quizzes, Tests, Academic Prompts**

- Written Quizzes
- Written Tests
- Writing Prompts: Students will write a letter to the cafeteria manager persuading them to add self selected healthy foods to the menu.

**Unprompted Evidence, Observations, Work Samples**

- Cooperative Group work
- Class participation
- Teacher observations of students during work on the performance tasks

**Student Self-Assessment**

- Self-Assess menu.
- Self-Assess food guide pyramid.
- Self-Assess personal eating habits
Task Title: Restaurant Owner       Approximate Time Frame: 2 class periods

What desired understanding/content standards will be assessed through this task?

<table>
<thead>
<tr>
<th>Standard 2.1.4 (Wellness)</th>
<th>All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. B1-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 9.1 (21st Century Life and Career Skills)</td>
<td>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.</td>
</tr>
<tr>
<td>8.1 (Educational Technology)</td>
<td>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.</td>
</tr>
</tbody>
</table>

What is the purpose of this assessment task?  X Formative  X Summative

Through what authentic performance task will students demonstrate understanding?

Students will create a menu for an individual restaurant. They will present their menu to a partner. Partner will choose items from the menu that constitute a healthy meal.

What student products/performances will provide evidence of desired understandings?

| Menu | Restaurant order (Choices) | N/A |

By what criteria will student products/performances be evaluated?

Chosen foods will demonstrate student understanding of planning healthy meals with appropriate servings and choices for each food group.

What type of scoring tools will be used for evaluation?

Analytic Rubric  X  Holistic Rubric  Criterion List  X  Checklist
What other evidence will be collected during this unit?

What will be assessed?
X Skill  X Understanding  List

How will evidence be collected?
X Quiz/Test  X Teacher notes  X Assignment
X Other: Writing prompt

What type of assessments will be used?
X Selected Response
X Academic Response
X Brief Constructed Responses
X Observation
X Work Sample
Other:

What is the assessment’s purpose?
X Diagnostic  X Formative  X Summative

Describe the assessments and state the prompts:
- Written quizzes and tests
- Writing Prompt
- Performance Tasks

What types of scoring tools will be used for evaluation?
- Analytic Rubric
X Checklist
  Answer Key
PLAN LEARNING EXPERIENCES AND INSTRUCTION

Food and Your Health

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

<table>
<thead>
<tr>
<th>Students will need to know…</th>
<th>Students will need to be able to…</th>
</tr>
</thead>
<tbody>
<tr>
<td>The food groups on the food guide pyramid</td>
<td>Identify food groups on the food guide pyramid</td>
</tr>
<tr>
<td>The nutritional value of foods</td>
<td>Recognize nutritional value of foods</td>
</tr>
<tr>
<td>The importance of planning and preparing healthy meals</td>
<td>Recognize importance of planning and preparing healthy meals</td>
</tr>
<tr>
<td>The importance of maintaining an appropriate body weight</td>
<td>Understand the importance of maintaining an appropriate body weight</td>
</tr>
<tr>
<td>How foods spoil and tell how to store, prepare, and buy foods carefully</td>
<td>Explain how foods spoil and tell how to store, prepare, and buy foods carefully</td>
</tr>
</tbody>
</table>

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan the chapter to assess prior knowledge
2. Preview vocabulary words
3. Read and discuss selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through performance task, class discussions, and various cross-curricular activities
5. Complete writing prompt and share with class
6. Complete text review and assessment pages
SUPPLEMENTAL RESOURCES


Suggested Student Reading: Showdown At The Food Pyramid by Rex Barron

SUPPLEMENTAL RESOURCES

Computer Software: My Body, Myself by JC Research

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.eatontownschools.eboard.com
Unit Title: Keeping Safe

Grade Level/s: 4

Subject/Topic Areas: Injury Prevention and Safety

Key Words: Crosswalks, safety, injury, strangers, fire safety, internet safety, personal space, first aid, choking, wounds, abuse, and acquaintances

Unit Designer/s: PE/Health Curriculum Committee

Time Frame: 4 weeks

School District: Eatontown Public Schools

School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.1.4 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. D1-4

Standard 9.1 (21st Century 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.

8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Brief Summary of Unit

In this unit, students will identify ways to keep safe and prevent injuries. They will discuss bike, water, and pedestrian safety rules. They will be able to describe simple first aid procedures. They will discuss forms of abuse. They will understand “good/safe touch”, “bad/unsafe touch”, and “confusing touch”. They will identify appropriate behavior when interacting with strangers.
IDENTIFY DESIRED RESULTS

Keeping Safe

What overarching understandings are desired?
- Follow safety rules for home, school, and community.
- There is safe and appropriate behavior when interacting with strangers and adults.
- Proper way to handle an emergency situation.
- Basic first aid procedures help maintain personal safety.
- Abuse can be verbal, emotional, sexual, and physical

What will students understand as a result of this unit?
- Identify trusted adults
- Identify forms of abuse
- Demonstrate/identify safety procedures for home and school
- Demonstrate how to react in a crisis
- Explain simple first aid procedures

What are the overarching “essential” questions?
- What are the emergency phone numbers?
- What are potential consequences for breaking rules?
- What are safe and appropriate behaviors when dealing with strangers and adults?
- What method should you take to say calm in an unsafe situation?
- What are safety rules to follow?
- What are ways to deal with abuse?

What “essential” and “unit” questions will focus this unit?
- How can you develop strategies to reduce injuries?
- How to get help should abuse be suspected?
- How do keep safe in case of a fire?
- What information is given when 911 is called?
- What parts of your body are private to touching by others?
**DETERMINE ACCEPTABLE EVIDENCE**

**Keeping Safe**

What evidence will show that students understand safety?

**Performance Tasks, Projects**

Role Playing: Students will demonstrate appropriate responses to the following teacher prompted situations.
- Dialing 911
- Stranger Safety
- Simple first aid procedures
- Appropriate ways to handle emergency situations
- Situations of abuse/bullying

**Quizzes, Tests, Academic Prompts**

- Written quizzes/tests
- Writing Prompt: Write directions for a simple first aid procedure such as choking, control of bleeding, or the care of minor wounds.

**Unprompted Evidence, Observations, Work Samples**

- Informal teacher observations of students in role playing situations.
- Classroom participation.

**Student Self-Assessment**

- Self-assess personal safety skills.
- Self-assess writing
- Self-assess directions
Task Title: First Aid Demonstration  Approximate Time Frame: 40 minutes

What desired understanding/content standards will be assessed through this task?

- Standard 2.1.4 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. D1-4
- 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

What is the purpose of this assessment task?  X Formative  X Summative

Through what authentic performance task will students demonstrate understanding?

Students will participate in a first aid demonstration/role play.

What student products/performances will provide evidence of desired understandings?

Demonstration  Writing Prompt  Directions

By what criteria will student products/performances be evaluated?

- Demonstrations will indicate appropriate first aid procedures
- Writing prompt will demonstrate an understanding of appropriate first aid procedures

What type of scoring tools will be used for evaluation?

Analytic Rubric  X Holistic Rubric  Criterion List  X Checklist
**BLUEPRINT FOR OTHER EVIDENCE**

**Keeping Safe**

**What other evidence will be collected during this unit?**

**What will be assessed?**
- X Skill
- X Understanding

**How will evidence be collected?**
- X Quiz/Test
- X Teacher notes
- X Assignment

- X Other: Steps to Respect
  - Second Step

**What type of assessments will be used?**
- X Selected Response
- Academic Response
- Brief Constructed Responses
- X Observation
- X Work Sample
- X Other: Demonstrations

**What is the assessment’s purpose?**
- X Diagnostic
- X Formative
- X Summative

Describe the assessments and state the prompts:
- Written Quizzes and tests
- Writing Prompts
- Demonstrations

**What types of scoring tools will be used for evaluation?**
- X Answer Key
- X Holistic Rubric
- X Criterion List
- X Checklist
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

**Keeping Safe**

Students will need to know…

- Who are trusted adults
- Forms of abuse
- Safety procedures for home and school
- How to react in a crisis
- Simple first aid procedures

Students will need to be able to…

- Develop strategies to reduce injuries
- Find help should abuse be suspected
- Keep safe in case of a fire
- Provide appropriate information when 911 is called
- Identify parts of your body that are private to touching by others

**What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?**

1. Scan the chapter to assess prior knowledge
2. Preview vocabulary words
3. Read and discuss selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through role playing class discussions and various cross-curricular activities
5. Complete writing prompt and share with class
6. Complete text review and assessment pages
SUPPLEMENTAL RESOURCES

Books: The Safety Book for Active Kids: Teaching Your Child How to Avoid Everyday Dangers by Linda Schwartz and Beverly Armstrong

Suggested Student Reading: I Can Be Safe: A First Look at Safety by Pat Thomas and Lesley Harker

SUPPLEMENTAL RESOURCES

Computer Software: Health for Kids Series by Global Marketing Partners

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.eatontownschools.eboard.com
Unit Title: We All Have Feelings  Grade Level/s:  4

Subject/Topic Areas:  Social and Emotional Health

Key Words:  Special, angry, respect, polite, stress, peers, conflict, emotions, harassment, bullying, abuse, goals, decision

Unit Designer/s: PE/Health Curriculum Committee  Time Frame:  4 weeks

School District:  Eatontown Public Schools  School:  Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.1.4  (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. E1-4

Standard 2.2.4  (Integrated Skills) All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. A-E

Standard 9.1  (21st Century 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.

8.1  (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Brief Summary of Unit

In this unit, students will identify ways that each individual is special. They will describe basic human needs and how families attempt to meet them. They will discuss how culture, peers, and the media impact the way individuals communicate and express emotions, and how they affect choices and behaviors. Students will discuss factors that contribute to conflict, violence, vandalism, harassment, and bullying. They will describe and demonstrate strategies to prevent and mediate conflict.
**IDENTIFY DESIRED RESULTS**

**We All Have Feelings**

**What overarching understandings are desired?**
- Managing emotions and stress is an important part of our well being and directly affects health.
- Positive interpersonal relationships are an ongoing process.
- Good decision making is comprised of multiple steps.
- There are strategies to prevent and reduce bullying and harassment.

**What are the overarching “essential” questions?**
- What are emotions and stress and how do they affect us?
- How do families meet basic needs?
- What are goals and how do you establish them?
- What is bullying?
- What is harassment?

**What will students understand as a result of this unit?**
- Manage emotions and stress in a healthy fashion
- Recognize importance of positive interpersonal relationships
- Utilize good decision making steps
- Recognize and implement strategies to prevent and reduce bullying and harassment

**What “essential” and “unit” questions will focus this unit?**
- How do you appropriately show emotions?
- What does respect mean?
- What are basic human needs?
- What is necessary to achieve a goal?
- What should you do if you are being bullied, harassed or verbally abused?
We All Have Feelings

What evidence will show that students understand emotions?

Performance Tasks, Projects

- Good Decision Making Skills – Given a scenario, students will list the various steps associated with proper decision making to make the appropriate choices.

- Role Play: Students will demonstrate appropriate responses to teacher prompted situations.

- PowerPoint Presentation: Create a Decision Making PowerPoint depicting the steps utilized in making a good decision.

Quizzes, Tests, Academic Prompts

- Writing Prompt: Using their name, create an acrostic highlighting their personal goals.
- Written quizzes
- Written tests

Unprompted Evidence, Observations, Work Samples

- Informal teacher observations of students in unstructured situations.
- Classroom participation.

Student Self-Assessment

Self Assessment:
- Self-assess decision making skills
- Self-assess PowerPoint presentation
Task Title: Decision Making
Approximate Time Frame: 20 minutes

What desired understanding/content standards will be assessed through this task?

- Standard 2.1.4 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. E1-E4
- Standard 2.2.4 (Integrated Skills) All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. A-E
- 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

What is the purpose of this assessment task? Formative X Summative

Through what authentic performance task will students demonstrate understanding?

Students will create a Decision Making PowerPoint depicting the steps utilized in making a good decision.

What student products/performances will provide evidence of desired understandings?

- PowerPoint
- Demonstrations
- Acrostic

By what criteria will student products/performances be evaluated?

- PowerPoint will depict appropriate decision making steps
- Demonstrations will show appropriate reactions/feelings for given situations.

What type of scoring tools will be used for evaluation?

- Analytic Rubric
- X Holistic Rubric
- Criterion List
- X Checklist

We All Have Feelings
BLUEPRINT FOR OTHER EVIDENCE

We All Have Feelings

What other evidence will be collected during this unit?

**What will be assessed?**

- X Skill
- X Understanding
- List

**How will evidence be collected?**

- X Quiz/Test
- Teacher notes
- X Assignment

- X Other: Writing Prompt

**What type of assessments will be used?**

- X Selected Response
- Academic Response
- Brief Constructed Responses
- X Observation
- X Work Sample
- X Other: Demonstration

**What is the assessment’s purpose?**

- Diagnostic
- X Formative
- X Summative

Describe the assessments and state the prompts:

- Written quizzes and tests
- Writing prompts and illustrations

**What types of scoring tools will be used for evaluation?**

- Analytic Rubric
- X Holistic Rubric
- X Criterion List
- X Checklist
- X Answer Key
PLAN LEARNING EXPERIENCES
AND INSTRUCTION

We All Have Feelings

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- How to manage emotions and stress in a healthy fashion
- The importance of positive interpersonal relationships
- Good decision making steps
- Strategies to prevent and reduce bullying and harassment

Students will need to be able to…
- Appropriately show emotions
- Define respect
- Recognize basic human needs
- Outline necessary steps to achieve a goal
- State what you should do if you are being bullied, harassed or verbally abused

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan the chapter to assess prior knowledge
2. Preview vocabulary words
3. Read and discuss selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through role playing class discussions and various cross-curricular activities
5. Complete writing prompt and share with class
6. Complete text review and assessment pages
SUPPLEMENTAL RESOURCES

Books: Double-Dip Feelings: Stories to Help Children Understand Emotions by Barbara S. Cain and Anne Patterson

Suggested Student Reading: The Feelings Book by Todd Parr
The Pigeon Has Feelings, Too! by Mo Willems

Manuals: Harcourt Health and Fitness
SUPPLEMENTAL RESOURCES

Computer Software: My Body, Myself by JC Research

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References:
www.education-world.com/a_tsl/archives/03-1/lesson026.shtml
www.eatontownschools.eboard.com
Unit Title: Chemical Substances  Grade Level/s: 4

Subject/Topic Areas: Medicines, alcohol, tobacco, nicotine, cigarettes, marijuana, addiction, chemical dependency and how they affect the body

Key Words: Medicines, drugs, alcohol, tobacco, chemical dependency, labels, harmful, helpful, illegal, poisons, nicotine, side effects, over-the-counter, prescription drugs

Unit Designer/s: PE/Health Curriculum Committee  Time Frame: 4 weeks

School District: Eatontown Public Schools  School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.3.4 (Drugs and Medicines) All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to a healthy, active lifestyle. A1-2, B1-5, C1-3

Standard 9.1 (21st Century 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.

8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Brief Summary of Unit

In this unit, students will describe what a medicine is and how to take it safely. They will identify what chemical dependency is and how to recognize symptoms. They will identify substances that can be poisonous. They will be able to define what a drug is, and understand that alcohol, tobacco, nicotine and marijuana affect the body. They will explain that some people cannot control their use of alcohol, tobacco, and other drugs. Students will be able to identify poison symbols and what they mean. Students will distinguish between over-the-counter and prescription drugs.
What overarching understandings are desired?

- Medicines/Drugs cause changes in the way the body and/or mind work.
- Drugs can be found in many different forms and substances.
- Poisons can injure or kill you.
- Alcohol, tobacco, nicotine, and marijuana are drugs that affect the body.
- What is chemical dependency, and what are some of its symptoms.
- There are differences between over-the-counter medicines and prescription drugs.

What are the overarching “essential” questions?

- What is medicine?
- What is a drug?
- How do drugs and medicines affect your body and mind?
- What are alcohol, tobacco, nicotine, and marijuana?
- What does it mean to be chemically dependent to a drug?
- What are poison dangers?

What will students understand as a result of this unit?

Students will be able to:
- Define and identify drugs
- Define alcohol, tobacco, nicotine, and marijuana
- Describe how alcohol, tobacco, nicotine and marijuana affect the body
- Identify what chemical dependency is and how to recognize symptoms
- Identify poison symbols and what they mean
- Distinguish between over-the-counter and prescription drugs

What “essential” and “unit” questions will focus this unit?

- What is a drug?
- What is alcohol?
- What is tobacco?
- What is a side effect when you take a medicine?
- How do the use of tobacco, alcohol and other drugs affect the body?
- What does it mean to be addicted to a drug?
- How can you identify poisons?
What evidence will show that students understand medicines, drugs, and chemical substances?

Performance Tasks, Projects

- Role Playing: Students will demonstrate appropriate responses to the following teacher prompted situations.
  - Utilize applicable Steps to Respect and Second Step Role playing scenarios.

Quizzes, Tests, Academic Prompts

- Written Tests/Quizzes
- Writing Prompt- Students will write a letter to a smoker describing the ill effects of second-hand smoke, and provide alternatives to smoking.

Unprompted Evidence, Observations, Work Samples

- Informal teacher observations of students in role playing situations.
- Classroom participation

Student Self-Assessment

- Self-Assess letter
- Self-Assess proper usage of drugs and medicines
Task Title: Smoker’s Letter  
Approximate Time Frame: 20 minutes

What desired understanding/content standards will be assessed through this task?

- Standard 2.3.4 (Drugs and Medicines) All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to a healthy, active lifestyle. A1-2, B1-5, C1-3

- Standard 9.1 (21st Century 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.

- 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

What is the purpose of this assessment task?  
X Formative  
X Summative

Through what authentic performance task will students demonstrate understanding?

Students will demonstrate an understanding of the negative side effects that smoking has on the body and offer other positive alternatives to a smoker.

What student products/performances will provide evidence of desired understandings?

Writing Prompts  
Demonstrations/Role Play  
N/A

By what criteria will student products/performances be evaluated?

- Letter will have appropriate message regarding tobacco use.
- Role playing will demonstrate appropriate responses relating to drug use.

What type of scoring tools will be used for evaluation?

Analytic Rubric  
X Holistic Rubric  
Criterion List  
X Checklist
BLUEPRINT FOR OTHER EVIDENCE

Chemical Substances

What other evidence will be collected during this unit?

What will be assessed?

X Skill
X Understanding
List

How will evidence be collected?

X Quiz/Test
X Teacher notes
X Assignment

X Other: Writing Prompt

What type of assessments will be used?

X Selected Response
X Academic Response
X Brief Constructed Responses
X Observation
X Work Sample
X Other: Second Step, Steps to Respect

What is the assessment’s purpose?

X Diagnostic
X Formative
X Summative

Describe the assessments and state the prompts:

- Written Quizzes and Tests
- Writing Prompt

What types of scoring tools will be used for evaluation?

Analytic Rubric
X Holistic Rubric
Criterion List
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- what are alcohol, tobacco, nicotine, and marijuana
- how alcohol, tobacco, nicotine and marijuana affect the body.
- what chemical dependency is and how to recognize symptoms
- poison symbols and what they mean.
- the difference between over-the-counter and prescription drugs

Students will need to be able to…
- Define alcohol, tobacco, nicotine, and marijuana
- Describe how alcohol, tobacco, nicotine and marijuana affect the body.
- Identify what chemical dependency is and how to recognize symptoms.
- Identify poison symbols and what they mean.
- distinguish between over-the-counter and prescription drugs

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Preview vocabulary words
2. Scan the chapter to assess prior knowledge
3. Read and discuss selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through role playing class discussions and various cross-curricular activities
5. Complete writing prompt and share with class
6. Complete text review and assessment pages
SUPPLEMENTAL RESOURCES

Books: Good Drug and the Bad Drug by John S. Marr

Suggested Student Reading: It's Ok to Say No to Drugs: How to Say No (It's Ok to Say No) by Susan Amerikaner

<table>
<thead>
<tr>
<th>SUPPLEMENTAL RESOURCES</th>
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</tr>
</tbody>
</table>
Unit Title: Taking Care of our Body

Grade Level/s: 5

Subject/Topic Areas: Personal Health

Key Words: germs, heart rate, dentist, dental hygienists, health care products, physically fit, personal hygiene, exercise, sleep, skin, disease (acute/chronic), scoliosis, cholesterol, blood pressure, Body Mass Index (BMI),

Unit Designer/s: PE/Health Curriculum Committee

Time Frame: 4-6 weeks

School District: Eatontown Public Schools

School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.1.6 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. A 1-3, C 1-3

Standard 9.1 (21st Century 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.

8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Brief Summary of Unit

Students will describe the proper method for cleaning ears and how to prevent damage; how to protect eyes; how to brush, floss, and care for teeth; and how to make wise decisions about healthcare products.
IDENTIFY DESIRED RESULTS

Taking Care of our Body

What overarching understandings are desired?

- Good health care practices include care for the eyes, ears, and teeth.
- Proper use of health products enhances your well being.
- Early detection of scoliosis is essential to your well-being.

What are the overarching “essential” questions?

- What are some ways to keep our body healthy?
- What type of products would help us practice good hygiene?
- What is scoliosis?
- What are some lifelong health habits?

What will students understand as a result of this unit?

Students will understand…
- The proper method for cleaning ears and how to prevent damage
- How to protect eyes
- How to brush, floss, and care for teeth
- How to make wise decisions about healthcare products

What “essential” and “unit” questions will focus this unit?

- How can you safely clean your ears?
- What can you do to protect your eyes?
- How can you brush, floss, and care for your teeth to maintain a healthy smile?
- What information can you use to make a wise decision about a health care product?
Determining Acceptable Evidence

Taking Care of our Body

What evidence will show that students understand how to take care of the body?

Performance Tasks, Projects

- Create a t-shirt: Students will create a t-shirt depicting an aspect of good health care.
- TV Commercial: Students will write a television commercial for a particular health care product. Their advertisement should include the use, size, price, manufacturer of product, and why the customer should buy the product.

Quizzes, Tests, Academic Prompts

- Written quizzes
- Written tests
- Writing prompt: Students will write a narrative essay about the day in the life of a tooth.

Unprompted Evidence, Observations, Work Samples

- Teacher observation
- Class participation
- Cooperative group activity and work samples.

Student Self-Assessment

- Self-assess t-shirt.
- Self-assess commercial.
PERFORMANCE TASK BLUEPRINT

Taking Care of our Body

Task Title: TV Commercial

Approximate Time Frame: 30 minutes

What desired understanding/content standards will be assessed through this task?

- Standard 2.1.6 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. A 1-3, C 1-3
- 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

What is the purpose of this assessment task?  X Formative  X Summative

Through what authentic performance task will students demonstrate understanding?

Students will write a television commercial for a particular health care product. Their advertisement should include the use, size, price, manufacturer of product, and why the customer should buy the product.

What student products/performances will provide evidence of desired understandings?

- Commercial
- Presentation
- N/A

By what criteria will student products/performances be evaluated?

Their advertisement should include the use, size, price, manufacturer of product, and why the customer should buy the product.

What type of scoring tools will be used for evaluation?

- Analytic Rubric
- X Holistic Rubric
- Criterion List
- X Checklist
BLUEPRINT FOR OTHER EVIDENCE

Taking Care of our Body

What other evidence will be collected during this unit?

What will be assessed?
X Skill  X Understanding  List

How will evidence be collected?
X Quiz/Test  Teacher notes  X Assignment
X Other: Writing prompt

What type of assessments will be used?
X Selected Response
X Academic Response
X Brief Constructed Responses
X Observation
X Work Sample
X Other: Presentation

What is the assessment’s purpose?
Diagnostic  X Formative  X Summative

Describe the assessments and state the prompts:
- Written quizzes and tests
- Writing Prompt
- Presentation

What types of scoring tools will be used for evaluation?
X Checklist
X Holistic Rubric
X Answer Key
**Taking Care of our Body**

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

<table>
<thead>
<tr>
<th>Students will need to know…</th>
<th>Students will need to be able to…</th>
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<tbody>
<tr>
<td>The proper method for cleaning ears</td>
<td>Describe the proper method for cleaning ears</td>
</tr>
<tr>
<td>How to prevent ear damage</td>
<td>Describe how to prevent ear damage</td>
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<tr>
<td>How to protect eyes</td>
<td>Explain how to protect eyes</td>
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<tr>
<td>How to brush, floss, and care for teeth</td>
<td>Discuss how to brush, floss, and care for teeth</td>
</tr>
<tr>
<td>How to make wise decisions about healthcare products</td>
<td>Discuss how to make wise decisions about health care products</td>
</tr>
</tbody>
</table>

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan the chapter to assess prior knowledge
2. Preview vocabulary words
3. Read and discuss selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through performance task, class discussions, and various cross-curricular activities
5. Complete writing prompt and share with class
6. Complete text review and assessment pages
### SUPPLEMENTAL RESOURCES

**Books:** Why Should I Wash My Body? And Other Questions about Keeping Clean and Healthy (Body Matters) by Louise A. Spilsbury

**Suggested Student Reading:** Keeping Your Body Clean (Healthy Habits) by Mary Elizabeth Salzmann

**Manuals:** Harcourt Health and Fitness (2006)
SUPPLEMENTAL RESOURCES

Computer Software: Health for Kids Series by Global Marketing Partners

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.kidshealth.org
www.bam.gov
www.kidshealth.org
Unit Title: My Growth and Development

Grade Level/s: 5

Subject/Topic Areas: Body structure, function, growth

Key Words: Senses, grow, body parts, organs, gender, nurture, structure, function, puberty, fertilization, fetus, embryo, uterus, pregnancy, heredity, intellectual, life stages, sexuality, peers, dating, hormones

Unit Designer/s: PE/Health Curriculum Committee

Time Frame: 2 weeks

School District: Eatontown Public Schools

School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.1.6 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. A1-3

Standard 2.4.6 (Human Relationships and Sexuality) All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. A1-5, B1-4, C1-4

Standard 9.1 (21st Century 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.

8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Brief Summary of Unit

In this unit, children will explore the changes in living things as they grow. Students will compare/contrast body systems. Children will discuss factors that contribute to healthy physical, social and emotional growth. Children will discuss the impacts associated with adolescent sexual activity. They will understand how a fetus grows and develops and the importance of a mother’s health during development.
What overarching understandings are desired?

- Living things grow, change, and develop.
- Body systems have specific structures and functions.
- Physical changes occur at each stage of human life.
- Many factors contribute to a healthy lifestyle.
- Puberty begins and ends at different ages for different people.
- Adolescence is the time of life between childhood and adulthood.
- Hormones are chemicals that cause a body to change and grow.

What are the overarching “essential” questions?

- What happens when you grow?
- How do body systems work together?
- How do children grow and develop?
- What factors contribute to a person’s well-being?
- What changes occur during puberty?
- What are hormones?
- What is adolescence?
- What types of relationships may adolescents experience?

What will students understand as a result of this unit?

Students will understand…

- How the body grows and changes in many ways
- The heart, lungs, stomach, etc. have a specific function in the body
- Children grow and develop differently
- The body changes that occur during puberty
- Where are hormones produced in the body.

What “essential” and “unit” questions will focus this unit?

- What are some ways you may grow and change?
- How do body systems work together?
- What are some ways a person can maintain a healthy body?
- What physical and emotional changes occur to girls/boys during puberty?
- What are some body changes influenced by hormones?
What evidence will show that students understand how the body grows and changes?

**Performance Tasks, Projects**

- Gender Roles - Choose an example from TV or another media source and describe its influence on girls and boys.

**Quizzes, Tests, Academic Prompts**

- Written Quizzes
- Written Tests
- Writing Prompt – Choose a magazine advertisement and compare/contrast its influence on each gender

**Unprompted Evidence, Observations, Work Samples**

- Teacher Observation
- Cooperative Group activity and work samples
- Class Participation

**Student Self-Assessment**

- Self-Assess critique of media source
- Self-Assess composition
PERFORMANCE TASK
BLUEPRINT

My Growth and Development

Task Title: Gender Roles Approximate Time Frame: 42 minutes

What desired understanding/content standards will be assessed through this task?

Standard 2.1.6 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. A1-3

Standard 2.4.6 (Human Relationships and Sexuality) All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. A1-5, B1-4, C1-4

8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate. knowledge.

What is the purpose of this assessment task? X Formative Summative

Through what authentic performance task will students demonstrate understanding?

Critique of a media source for its influence on the genders

What student products/performances will provide evidence of desired understandings?

Critique Composition N/A

By what criteria will student products/performances be evaluated?

Students critique will demonstrate an understanding of how genders can be influenced by the media..

What type of scoring tools will be used for evaluation?

Analytic Rubric X Holistic Rubric Criterion List X Checklist
What other evidence will be collected during this unit?

What will be assessed?
X Skill
X Understanding
List

How will evidence be collected?
X Quiz/Test
Teacher notes
X Assignment

Other: Writing Prompt

What type of assessments will be used?
X Selected Response
   Academic Response
   Brief Constructed Responses
X Observation
X Work Sample
Other:

What is the assessment’s purpose?
Diagnostic
X Formative
X Summative

Describe the assessments and state the prompts:
- Written quizzes and tests
- Writing Prompt
- Performance Tasks

What types of scoring tools will be used for evaluation?
Analytic Rubric
X Holistic Rubric
Criterion List
X Checklist
Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…

- How the body grows and changes in many ways
- The heart, lungs, stomach, etc. have a specific function in the body
- Children grow and develop differently
- The body changes that occur during puberty
- Where are hormones produced in the body

Students will need to be able to…

- Identify some ways you may grow and change
- Understand that body systems work together
- List some ways a person can maintain a healthy body
- State what physical and emotional changes occur to girls/boys during puberty
- Explain some body changes influenced by hormones

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan the chapter to assess prior knowledge
2. Preview vocabulary words
3. Read and discuss selections from the health textbook
4. Demonstrate an understanding of vocabulary and concepts through performance task, class discussions, and various cross-curricular activities
5. Complete a writing prompt and share with class
6. Complete text review and assessment pages
SUPPLEMENTAL RESOURCES

Books: Me and My Amazing Body by Joan Sweeney and Annette Cable

Suggested Student Reading: Amazing You: Getting Smart About Your Private Parts by Gail Saltz and Lynne Avril Cravath

Manuals: Harcourt Health and Fitness
SUPPLEMENTAL RESOURCES

Computer Software:  My Body, Myself by JC Research

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References:  www.eatontown.eboard.com
**Unit Title:** Food and Your Health  

**Grade Level/s:** 5

**Subject/Topic Areas:** Health, Food, and Nutrition

**Key Words:** Food guide pyramid, diet, healthy, product labels, nutrition, body weight, unhealthy, eating patterns, diseases, spoiling, caffeine, vitamins, allergies

**Unit Designer/s:** PE/Health Curriculum Committee  

**Time Frame:** 4 weeks

**School District:** Eatontown Public Schools  

**School:** Meadowbrook, Vetter, Woodmere

**Link to Content Standards/Interdisciplinary Standards**

Standard 2.1.6 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. B1-4

Standard 9.1 (21st Century 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.

8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

**Brief Summary of Unit**

Students will examine the value of their food choices to maintain a healthy lifestyle. Students will discover how to choose healthful meals and snacks with appropriate servings according to the Food Guide Pyramid. Students will describe the types of ingredients and nutritional information on a food label. They will discuss how healthy eating provides energy to maintain healthy weight and lower risk of illness. They will explain how food allergies affect food choices.
IDENTIFY DESIRED RESULTS

Food and Your Health

What overarching understandings are desired?
- The Food Pyramid has recommended servings for each category.
- A balanced meal contains certain types and amounts of food.
- Specific dietary requirements contribute to maintaining an appropriate healthy body weight.
- Some foods can cause allergic reactions.
- Personal choices in a diet foster a healthy body.
- Proper handling and preparation of food contributes to good health and safety habits.
- Food labels provide essential information about nutrition.

What are the overarching “essential” questions?
- What is a balanced meal?
- What are the food groups in the Food Guide Pyramid?
- How can you maintain an appropriate healthy body weight?
- What is a food allergy?
- What is a diet appropriate for you?
- How can I handle and prepare foods safely?
- How can I tell if food is spoiled or has been handled improperly?
- Why is important to read food labels?

What will students understand as a result of this unit?
- Identify food groups on the food guide pyramid
- Recognize nutritional value of foods
- Recognize importance of planning and preparing healthy meals
- Understand the importance of maintaining an appropriate body weight
- Explain how foods spoil and tell how to store, prepare, and buy foods carefully
- Understand how allergies affect food choices
- Interpret information on a food label

What “essential” and “unit” questions will focus this unit?
- What are examples of balanced meals and healthy snacks?
- Why do you need to eat foods from all groups within the food guide pyramid?
- What are groups in the food guide pyramid?
- Why is a healthy diet essential to maintain an appropriate healthy body weight?
- What are some ways of handling and preparing foods safely?
- What can cause food to spoil?
- What is the important information to look for on a food label?
- How do allergies affect food choices?
What evidence will show that students understand how food is important to health?

Performance Tasks, Projects

- **Food Find:** Using magazines, newspapers, and illustrations, students will construct an individual food pyramid depicting the appropriate number of servings for each food group.
- **Food Allergies:** Research common food allergies. Create a public service announcement to inform of harmful foods.

Quizzes, Tests, Academic Prompts

- **Written Quizzes**
- **Written Tests**
- **Writing Prompts:** Students will compare and contrast a healthy and unhealthy snack choice.

Unprompted Evidence, Observations, Work Samples

- **Cooperative Group work**
- **Class participation**
- **Teacher observations of students during work on the performance tasks**

Student Self-Assessment

- **Self-Assess public service announcement.**
- **Self-Assess food guide pyramid.**
- **Self-Assess personal eating habits**
PERFORMANCE TASK
BLUEPRINT

Food and Your Health

Task Title: Food Allergies
Approximate Time Frame: 2 class periods

What desired understanding/content standards will be assessed through this task?

<table>
<thead>
<tr>
<th>Standard 2.1.6 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. B1-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 9.1 (21st Century 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.</td>
</tr>
<tr>
<td>8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.</td>
</tr>
</tbody>
</table>

What is the purpose of this assessment task?  X Formative  X Summative

Through what authentic performance task will students demonstrate understanding?

Students will research common food allergies. They will find common foods harmful to that allergy. They will create a public service announcement to inform of harmful foods. Presentation will be in the form of a poster or oral presentation.

What student products/performances will provide evidence of desired understandings?

| Student Research | Public Service Announcement | N/A |

By what criteria will student products/performances be evaluated?

Research will demonstrate student understanding of an allergy and the foods directly affected by the allergy.

What type of scoring tools will be used for evaluation?

Analytic Rubric  X Holistic Rubric  Criterion List  X Checklist
Food and Your Health

What other evidence will be collected during this unit?

What will be assessed?

X Skill  X Understanding  List

How will evidence be collected?

X Quiz/Test  X Teacher notes  X Assignment

X Other: Writing prompt

What type of assessments will be used?

X Selected Response
X Academic Response
X Brief Constructed Responses
X Observation
X Work Sample
Other:

What is the assessment’s purpose?

X Diagnostic  X Formative  X Summative

Describe the assessments and state the prompts:

- Written quizzes and tests
- Writing Prompt
- Performance Tasks

What types of scoring tools will be used for evaluation?

Analytic Rubric
X Checklist
  Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- The food groups on the food guide pyramid
- The nutritional value of foods
- The importance of planning/preparing healthy meals
- The importance of maintaining an appropriate body weight
- How allergies affect food choices
- How to interpret information on a food label

Students will need to be able to…
- Identify food groups on the food guide pyramid
- Recognize nutritional value of foods
- Recognize importance of planning and preparing healthy meals
- Understand the importance of maintaining an appropriate body weight
- Understand how allergies affect food choices
- Interpret information on a food label

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan the chapter to assess prior knowledge
2. Preview vocabulary words
3. Read and discuss selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through performance task, class discussions, and various cross-curricular activities
5. Complete writing prompt and share with class
6. Complete text review and assessment pages
SUPPLEMENTAL RESOURCES


Suggested Student Reading: Showdown At The Food Pyramid by Rex Barron

SUPPLEMENTAL RESOURCES

Computer Software: My Body, Myself by JC Research

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.eatontownschools.eboard.com
Unit Title: Keeping Safe  
Grade Level/s: 5

Subject/Topic Areas: Injury Prevention and Safety

Key Words: Safety, injury, strangers, internet safety, personal space, first aid, choking, wounds, abuse, acquaintances, Heimlich maneuver

Unit Designer/s: PE/Health Curriculum Committee  
Time Frame: 4 weeks

School District: Eatontown Public Schools  
School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

- Standard 2.1.6 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. D1-4

- Standard 9.1 (21st Century 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.

- 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Brief Summary of Unit

In this unit, students will identify impact of injury and develop strategies to reduce incidence. They will be able to demonstrate and assess basic first aid procedures for choking, minor cuts, sprains, and bleeding. They will discuss forms of abuse and their impact.
### IDENTIFY DESIRED RESULTS

#### Keeping Safe

**What overarching understandings are desired?**

- Impact of injuries on individuals and families.
- Proper ways to handle emergency situations.
- Basic first aid procedures.
- Abuse can be verbal, emotional, sexual, and physical.
- Abuse and injury have an impact on individuals and families.
- Heimlich maneuver is used for choking victims.

**What will students understand as a result of this unit?**

- Identify forms of abuse
- Identify ways to reduce injury
- Demonstrate how to react in a crisis
- Explain simple first aid procedures
- Discuss what to do if abuse is suspected
- Identify steps to perform the Heimlich maneuver

**What are the overarching “essential” questions?**

- How can you reduce injuries?
- What steps do you follow in an emergency situation?
- What are basic first aid procedures to follow?
- What are ways to deal with abuse?
- How does abuse impact individuals and families?
- What procedure should you follow if someone is choking?

**What “essential” and “unit” questions will focus this unit?**

- How can you develop strategies to reduce injuries?
- How to get help should abuse be suspected?
- What information is given when 911 is called?
- What is the procedure when caring for minor cuts, sprains, and bleeding?
- What is the impact of physical, social and emotional abuse?
- What is the universal sign for choking?
Keeping Safe

What evidence will show that students understand safety?

Performance Tasks, Projects

Role Playing: Students will demonstrate appropriate responses to the following teacher prompted situations.
- Dialing 911
- Stranger Safety
- Simple first aid procedures
- Appropriate ways to handle emergency situations
- Situations of abuse/bullying
- Demonstrate the Heimlich maneuver

Quizzes, Tests, Academic Prompts

- Written quizzes/tests
- Writing Prompt: Using any Second Step/Steps to Respect picture prompt regarding bullying, students will write a story about what might be happening in the picture and how the conflict might have been avoided.

Unprompted Evidence, Observations, Work Samples

- Informal teacher observations of students in role playing situations.
- Classroom participation.

Student Self-Assessment

- Self-assess personal safety skills.
- Self-assess writing
**PERFORMANCE TASK BLUEPRINT**

**Keeping Safe**

**Task Title:** First Aid PowerPoint  
**Approximate Time Frame:** 80 minutes

What desired understanding/content standards will be assessed through this task?

<table>
<thead>
<tr>
<th>Standard 2.1.6</th>
<th>(Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. D1-D4</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 (Educational Technology)</td>
<td>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.</td>
</tr>
</tbody>
</table>

What is the purpose of this assessment task?  
**X** Formative  
**X** Summative

Through what authentic performance task will students demonstrate understanding?

Students will view a PowerPoint on First Aid/Safety and complete a writing prompt on the topic.

What student products/performances will provide evidence of desired understandings?

- Demonstration  
- Writing Prompt  
- PowerPoint presentation

By what criteria will student products/performances be evaluated?

- PowerPoint will indicate appropriate first aid/safety procedures  
- Writing prompt will demonstrate an understanding of appropriate safety/anti-bullying behaviors

What type of scoring tools will be used for evaluation?

- Analytic Rubric  
- Holistic Rubric  
- Criterion List  
**X** Checklist
What other evidence will be collected during this unit?

What will be assessed?
X Skill  X Understanding  List

How will evidence be collected?
X Quiz/Test  X Teacher notes  X Assignment
X Other: Steps to Respect
   Second Step

What type of assessments will be used?
X Selected Response
   Academic Response
   Brief Constructed Responses
X Observation
X Work Sample
X Other: Demonstrations

What is the assessment’s purpose?
X Diagnostic  X Formative  X Summative

Describe the assessments and state the prompts:
- Written Quizzes and tests
- Writing Prompts
- Demonstrations
- PowerPoint presentation

What types of scoring tools will be used for evaluation?
X Answer Key
X Holistic Rubric
X Criterion List
X Checklist
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…

- Forms of abuse
- Ways to reduce injury
- How to react in a crisis
- Simple first aid procedures
- What to do if abuse is suspected
- Steps to perform the Heimlich maneuver

Students will need to be able to…

- Develop strategies to reduce injuries
- Find help should abuse be suspected
- Relate information given when 911 is called
- Explain the procedure when caring for minor cuts, sprains, and bleeding
- Discuss the impact of physical, social and emotional abuse?
- Identify the universal sign for choking?

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan the chapter to assess prior knowledge
2. Preview vocabulary words
3. Read and discuss selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through role playing class discussions and various cross-curricular activities
5. Complete writing prompt and share with class
6. Complete text review and assessment pages
### SUPPLEMENTAL RESOURCES

**Books:** The Safety Bok for Active Kids: Teaching Your Child How to Avoid Everyday Dangers by Linda Schwartz and Beverly Armstrong

**Suggested Student Reading:** I Can Be Safe: A First Look at Safety by Pat Thomas and Lesley Harker

**Manuals:** Harcourt Health and Fitness (2006)
SUPPLEMENTAL RESOURCES

Computer Software: Health for Kids Series by Global Marketing Partners

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.eatontownschools.eboard.com
Unit Title: We All Have Feelings  Grade Level/s: 5
Subject/Topic Areas: Social and Emotional Health

Key Words: Emotions, self-esteem, stress, respect, polite, consequences, choices, peers, harassment, bullying, violence, goals, decision, stereotyping

Unit Designer/s: PE/Health Curriculum Committee  Time Frame: 4 weeks
School District: Eatontown Public Schools  School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.1.6 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. E1-3

Standard 2.2.6 (Integrated Skills) All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. A-E

Standard 9.1 (21st Century 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.

8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Brief Summary of Unit

In this unit, students will be able to examine how personal assets and positive factors support healthy social and emotional development. Students will identify how to prevent conflict, bullying, and harassment. Students will describe social and emotional signs of stress and short and long term affects. They will compare and contrast ways they can deal with change, crisis, loss, and separation. Students will discuss how stereotyping might influence one’s goals, choices, and behaviors. Students will discuss and identify ways to make their community safer.
IDENTIFY DESIRED RESULTS

We All Have Feelings

What overarching understandings are desired?

- Managing emotions and stress is an important part of our well-being and directly affects health.
- Positive interpersonal relationships are an ongoing process.
- There are appropriate strategies to deal with bullying, harassment, conflict, and violence.
- Stereotyping might affect goals, choices, and behaviors.

What are the overarching “essential” questions?

- What are emotions and stress and how do they affect us?
- How can you deal with bullying, harassment, conflict, and violence?
- What is stereotyping and how does it affect goals, choices, and behavior?
- How do people deal with change, crisis, rejection, loss, and separation?
- What are the steps in having a positive interpersonal relationship?

What will students understand as a result of this unit?

Students will be able to:
- Manage emotions and stress in a healthy fashion
- Recognize importance of positive interpersonal relationships
- Describe appropriate strategies to deal with bullying, harassment, conflict, and violence
- Identify the negative effects of stereotyping

What “essential” and “unit” questions will focus this unit?

- How do you appropriately show emotions and deal with stress?
- What does respect mean?
- How can you be polite?
- What the importance of a positive interpersonal relationship?
- What should you do if you are bullied, harassed, or verbally abused?
- Why should you not stereotype?
DETERMINE ACCEPTABLE EVIDENCE

We All Have Feelings

What evidence will show that students understand emotions?

Performance Tasks, Projects

- PowerPoint: Students will make a power point presentation describing appropriate strategies to deal with bullying, harassment, conflict, and violence.
- Role Play: Students will demonstrate appropriate responses to teacher prompted situations dealing with conflicts and appropriate means of dealing with the conflict.
- Collage: Students will make a collage identifying the negative effects of stereotyping.

Quizzes, Tests, Academic Prompts

- Writing Prompt: Students will write a letter to the principal identifying ways to deal with bullying and harassment in the school.
- Written Quizzes
- Written tests

Unprompted Evidence, Observations, Work Samples

- Informal teacher observations of students in unstructured situations.
- Classroom participation.
- PowerPoint Presentation

Student Self-Assessment

Self Assessment:
- What strategies do you use to deal with bullying?
- How can you not stereotype?
Task Title: My Emotions           Approximate Time Frame: 20 minutes

What desired understanding/content standards will be assessed through this task?

Standard 2.1.6 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. E1-3

Standard 2.2.6 (Integrated Skills) All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. A-E

8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

What is the purpose of this assessment task?  Formative  X  Summative

Through what authentic performance task will students demonstrate understanding?

Students will make a PowerPoint presentation describing appropriate strategies to deal with bullying, harassment, conflict, and violence and present the power point to the class.

What student products/performances will provide evidence of desired understandings?

Illustrations  Presentations  Slide show

By what criteria will student products/performances be evaluated?

- Illustrations and slide shows will contain emotions and appropriate ways to handle emotions.
- Presentations will include eye contact and proper pronunciation.

What type of scoring tools will be used for evaluation?

Analytic Rubric  X Holistic Rubric  Criterion List  X Checklist
What other evidence will be collected during this unit?

What will be assessed?
- X Skill
- X Understanding
- List

How will evidence be collected?
- X Quiz/Test
- Teacher notes
- X Assignment

X Other: Writing Prompt

What type of assessments will be used?
- X Selected Response
- Academic Response
- Brief Constructed Responses
- X Observation
- X Work Sample
- X Other: Presentation

What is the assessment’s purpose?
- Diagnostic
- X Formative
- X Summative

Describe the assessments and state the prompts:
- Written quizzes and tests.
- Writing prompts

What types of scoring tools will be used for evaluation?
- Analytic Rubric
- X Holistic Rubric
- X Criterion List
- X Checklist
- X Answer Key
**PLAN LEARNING EXPERIENCES AND INSTRUCTION**

### We All Have Feelings

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

<table>
<thead>
<tr>
<th>Students will need to know…</th>
<th>Students will need to be able to…..</th>
</tr>
</thead>
<tbody>
<tr>
<td>- That choices have consequences</td>
<td>- Manage emotions and stress in a healthy fashion</td>
</tr>
<tr>
<td>- Ways to manage stress and emotions</td>
<td>- Recognize importance of positive interpersonal relationships</td>
</tr>
<tr>
<td>- The importance of positive interpersonal relationships</td>
<td>- Describe appropriate strategies to deal with bullying, harassment, conflict, and violence</td>
</tr>
<tr>
<td>- How to express emotions appropriately</td>
<td>- Identify the negative effects of stereotyping</td>
</tr>
<tr>
<td>- What are alternate ways of dealing with problems</td>
<td></td>
</tr>
<tr>
<td>- How to identify the negative effects of stereotyping</td>
<td></td>
</tr>
</tbody>
</table>

**What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?**

1. Scan the chapter to assess prior knowledge
2. Preview vocabulary words
3. Read and discuss selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through role playing class discussions and various cross-curricular activities
5. Complete writing prompt and share with class
6. Complete text review and assessment pages
SUPPLEMENTAL RESOURCES

Books: Double-Dip Feelings: Stories to Help Children Understand Emotions by Barbara S. Cain and Anne Patterson

Suggested Student Reading: How Anansi Learned Self-Esteem: 10 Original Stories for Developing Self-Confidence and Self-Respect by James Culver Jr.

Manuals: Harcourt Health and Fitness
SUPPLEMENTAL RESOURCES

Computer Software: My Body, Myself by JC Research

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.education-world.com/a_tsl/archives/03-1/lesson026.shtml
www.eatontownschools.eboard.com
Unit Title: Chemical Substances                  Grade Level/s: 5

Subject/Topic Areas: Medicines, alcohol, tobacco, nicotine, cigarettes, marijuana, addiction, chemical dependency and how they affect the body

Key Words: Medicines, drugs, alcohol, tobacco, chemical dependency, labels, harmful, helpful, illegal, poisons, nicotine, side effects, inhalants, prescription drugs, over-the-counter, cocaine

Unit Designer/s: PE/Health Curriculum Committee Time Frame 4 weeks

School District: Eatontown Public Schools               School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.3.6 (Drugs and Medicines) All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to a healthy, active lifestyle. A1-2, B1-7, C1-4

Standard 9.1 (21st Century 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.

8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Brief Summary of Unit

In this unit, students will describe what a medicine is and how to take it safely. They will identify what chemical dependency is and how to recognize symptoms. They will identify substances that can be poisonous. They will be able to define what a drug is, and understand that alcohol, tobacco, nicotine, cocaine, inhalants and marijuana affect the body. They will explain that some people cannot control their use of alcohol, tobacco, and other drugs. Students will be able to identify poison symbols and what they mean. Students will distinguish between over-the-counter and prescription drugs.
### IDENTIFY DESIRED RESULTS

#### Chemical Substances

**What overarching understandings are desired?**

- Medicines/Drugs cause changes in the way the body and/or mind work.
- Drugs can be found in many different forms and substances.
- Drugs may cause physiological and behavioral effects.
- Alcohol, tobacco, nicotine, and marijuana, inhalants, and cocaine are drugs that affect the body.
- What is chemical dependency, and what are some of its symptoms.
- There are differences between over-the-counter medicines and prescription drugs.
- There are effective ways to respond to peer pressure regarding drug use.

**What are the overarching “essential” questions?**

- What systems of the body are affected by tobacco, alcohol, marijuana, cocaine, and inhalants, and how are they affected?
- What are the classifications or categories of drugs?
- How do drugs and medicines affect your body and mind?
- What is peer pressure?
- What are some of the ways people respond to peer pressure?
- How can drugs affect people’s lives?
- What are prescription and over-the-counter drugs?

**What will students understand as a result of this unit?**

- Define and identify drugs
- Define alcohol, tobacco, nicotine, cocaine, inhalants, and marijuana
- Describe how alcohol, tobacco, nicotine, inhalants, cocaine, and marijuana affect the body
- Identify what chemical dependency is and how to recognize symptoms
- Distinguish between over-the-counter and prescription drugs
- Describe effective ways to respond to peer pressure

**What “essential” and “unit” questions will focus this unit?**

- What are alcohol, tobacco, nicotine, cocaine, inhalants, and marijuana?
- What are some side effects of various drugs?
- How do the use of tobacco, alcohol and other drugs affect the body?
- What does it mean to be addicted to a drug?
- What are some important things to remember before you take any prescription or OTC drugs?
- What are some consequences of drug use?
What evidence will show that students understand medicines, drugs, and chemical substances?

Performance Tasks, Projects

Role Playing: Students will demonstrate appropriate responses to the following teacher prompted situations.
- Utilize applicable Steps to Respect and Second Step Role playing scenarios regarding proper drug use and peer pressure.

Quizzes, Tests, Academic Prompts

- Written Tests/Quizzes
- Writing Prompt- Students will write a letter to a friend explaining the negative effects of inappropriate drug use, and offer alternatives and effective ways to deal with peer pressure.

Unprompted Evidence, Observations, Work Samples

- Informal teacher observations of students in role playing situations.
- Classroom participation

Student Self-Assessment

- Self-Assess letter
- Self-Assess proper usage of drugs and medicines
Task Title: Friendly Letter  
Approximate Time Frame: 25 minutes

What desired understanding/content standards will be assessed through this task?

- Standard 2.3.6 (Drugs and Medicines) All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to a healthy, active lifestyle. A1-2, B1-7, C1-4
- 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

What is the purpose of this assessment task?  
X Formative  
X Summative

Through what authentic performance task will students demonstrate understanding?

Students will demonstrate an understanding of the negative side effects that drugs have on the body and offer other positive alternatives to deal with peer pressure issues regarding drug use.

What student products/performances will provide evidence of desired understandings?

| Writing Prompts | Demonstrations/Role Play | N/A |

By what criteria will student products/performances be evaluated?

- Letter will have appropriate message regarding drug use and peer pressure.
- Role playing will demonstrate appropriate responses to drug use and peer pressure.

What type of scoring tools will be used for evaluation?

Analytic Rubric  
X Holistic Rubric  
Criterion List  
X Checklist
What other evidence will be collected during this unit?

What will be assessed?
X Skill X Understanding List

How will evidence be collected?
X Quiz/Test X Teacher notes X Assignment
X Other: Writing Prompt

What type of assessments will be used?
X Selected Response
X Academic Response
X Brief Constructed Responses
X Observation
X Work Sample
X Other: Second Step, Steps to Respect

What is the assessment’s purpose?
X Diagnostic X Formative X Summative

Describe the assessments and state the prompts:
- Written Quizzes and Tests
- Writing Prompt

What types of scoring tools will be used for evaluation?
Analytic Rubric
X Holistic Rubric
Criterion List
Checklist
X Answer Key
PLAN LEARNING EXPERIENCES
AND INSTRUCTION

Chemical Substances

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- What are alcohol, tobacco, nicotine, cocaine, inhalants, and marijuana
- How do drugs such as alcohol, tobacco, nicotine affect the body
- What chemical dependency is and how to recognize symptoms.
- What are some side effects of various drugs?
- Identify the difference between over-the-counter and prescription drugs.
- Effective ways to deal with peer pressure

Students will need to be able to…
- Describe how alcohol, tobacco, nicotine and marijuana cocaine, and inhalants affect the body
- Identify what chemical dependency is and how to identify the symptoms
- Identify side effects of drugs.
- Identify what addiction is
- Demonstrate ways to effectively deal with peer pressure

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Preview vocabulary words
2. Scan the chapter to assess prior knowledge
3. Read and discuss selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through role playing class discussions and various cross-curricular activities
5. Complete writing prompt and share with class
6. Complete text review and assessment pages
SUPPLEMENTAL RESOURCES

Books: Good Drug and the Bad Drug by John S. Marr

Suggested Student Reading: It's Ok to Say No to Drugs: How to Say No (It's Ok to Say No) by Susan Amerikaner

SUPPLEMENTAL RESOURCES

Computer Software: My Body, Myself by JC Research

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.eatontownschools.eboard.com
Unit Title: Taking Care of our Body

Grade Level/s: 6

Subject/Topic Areas: Personal Health

Key Words: Germs, heart rate, dentist, dental hygienists, health care products, physically fit, personal hygiene, exercise, sleep, skin, disease (acute/chronic), scoliosis, cholesterol, blood pressure, Body Mass Index (BMI), Body systems, ear care

Unit Designer/s: PE/Health Curriculum Committee

Time Frame: 4-6 weeks

School District: Eatontown Public Schools

School: Vetter, Meadowbrook, Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.1.6 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. A 1-3, C 1-3

Standard 9.1 (21st Century 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.

8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Brief Summary of Unit

Students will describe the proper method for caring for eyes, ears, and teeth, and how health is influenced by the interaction of the body systems. Students will be able to use information to maintain health goals and to make wise decisions about healthcare products. Students will explore career choices in the health field.
IDENTIFY DESIRED RESULTS

Taking Care of our Body

What overarching understandings are desired?

- There is a relationship between positive health behaviors and the prevention of illness, disease, and premature death.
- Media influences the selection of health information and products.
- Protecting your eyes, ears, and teeth is a good health habit that will maintain a healthy lifestyle.
- There are several career choices in the health field.
- Volunteering your time is one way to be a good citizen.

What are the overarching “essential” questions?

- What are some ways to keep our body healthy?
- What are some lifelong health habits?
- How is health influenced by the interaction of body systems?
- How is one’s health influenced by current trends in society (e.g., tattoos, body piercing)?

What will students understand as a result of this unit?

Students will understand…

- the relationship between positive health behaviors and the prevention of illness, disease, and premature death.
- how media influences the selection of health information and products.
- that protecting your eyes, ears, and teeth is a good health habit that will maintain a healthy lifestyle.
- there are several career choices in the health field.
- volunteering your time is one way to be a good citizen.

What “essential” and “unit” questions will focus this unit?

- How can you safely care for your ears, eyes, and teeth?
- What information can you use to make a wise decision about a health care product?
- What are the body systems?
- What body systems interact with each other to affect your health?
- What are some careers in the health field?
- How can you volunteer in your community?
**DETERMINE ACCEPTABLE EVIDENCE**

**Taking Care of our Body**

What evidence will show that students understand how to take care of the body?

**Performance Tasks, Projects**

- Debate: Choose a current trend in society and research the pros and cons of the trend. Students will then debate on this topic.
- Career Ad: Research a career in the health field and create an ad promoting this career choice.

**Quizzes, Tests, Academic Prompts**

- Written quizzes
- Written tests
- Writing prompt: Students will take a debate topic and write a persuasive essay supporting their position on a current trend in society.

**Unprompted Evidence, Observations, Work Samples**

- Teacher observation
- Class participation
- Cooperative group activity and work samples.

**Student Self-Assessment**

- Self assess debate.
- Self assess career ad.
**Performance Task Blueprint**

**Taking Care of our Body**

**Task Title:** Debate  
**Approximate Time Frame:** 30 minutes

**What desired understanding/content standards will be assessed through this task?**

- Standard 2.1.6 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. A 1-3, C 1-3
- 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

**What is the purpose of this assessment task?**  
X Formative  
X Summative

**Through what authentic performance task will students demonstrate understanding?**

Students will choose a current trend in society and research the pros and cons of the trend. Students will then debate on this topic.

**What student products/performances will provide evidence of desired understandings?**

- Research
- Debate
- N/A

**By what criteria will student products/performances be evaluated?**

Their research should include factual information supporting their position on a current trend in preparation

**What type of scoring tools will be used for evaluation?**

- Analytic Rubric
- X Holistic Rubric
- Criterion List
- X Checklist
BLUEPRINT FOR OTHER EVIDENCE

Taking Care of our Body

What other evidence will be collected during this unit?

What will be assessed?
X Skill  X Understanding  List

How will evidence be collected?
X Quiz/Test  Teacher notes  X Assignment
X Other: Writing prompt

What type of assessments will be used?
X Selected Response
X Academic Response
X Brief Constructed Responses
X Observation
X Work Sample
X Other: Debate

What is the assessment’s purpose?
Diagnostic  X Formative  X Summative

Describe the assessments and state the prompts:
• Written quizzes and tests
• Writing Prompt
• Debate

What types of scoring tools will be used for evaluation?
X Checklist
X Holistic Rubric
X Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- the relationship between positive health behaviors and the prevention of illness, disease, and premature death.
- how media influences the selection of health information and products
- that protecting your eyes, ears, and teeth is a good health habit that will maintain a healthy lifestyle
- there are several career choices in the health field
- volunteering your time is one way to be a good citizen.

Students will need to be able to…
- describe the relationship between positive health behaviors and the prevention of illness, disease, and premature death
- explain how media influences the selection of health information and products
- explain how protecting eyes, ears, and teeth is a good health habit that will maintain a healthy lifestyle
- describe career choices in the health field
- identify ways to volunteer in their community.

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan the chapter to assess prior knowledge
2. Preview vocabulary words
3. Read and discuss selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through performance task, class discussions, and various cross-curricular activities
5. Complete writing prompt and share with class
6. Complete text review and assessment pages
SUPPLEMENTAL RESOURCES

Books:  Why Should I Wash My Body? And Other Questions about Keeping Clean and Healthy (Body Matters) by Louise A. Spilsbury

Suggested Student Reading:  Keeping Your Body Clean (Healthy Habits) by Mary Elizabeth Salzmann

SUPPLEMENTAL RESOURCES

Computer Software: Health for Kids Series by Global Marketing Partners

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.kidshealth.org
www.bam.gov
www.kidshealth.org
Unit Title: My Growth and Development

Grade Level/s: 6

Subject/Topic Areas: Body structure, function, growth

Key Words: Organs, gender, nurture, structure, function, puberty, fertilization, fetus, embryo, uterus, pregnancy, heredity, intellectual, life stages, sexuality, peers, dating, hormones, physiological changes

Unit Designer/s: PE/Health Curriculum Committee

Time Frame: 2 weeks

School District: Eatontown Public Schools

School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.1.6 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. A1-3

Standard 2.4.6 (Human Relationships and Sexuality) All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. A1-5, B1-4, C1-4

Standard 9.1 (21st Century 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.

8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Brief Summary of Unit

In this unit, students will discuss the changes in living things as they grow. They will compare/contrast body systems. Children will discuss factors that contribute to healthy physical, social and emotional growth. Children will discuss the impacts associated with adolescent sexual activity. They will understand how a fetus grows and develops and the importance of a mother’s health during development. They will discuss behaviors that may place them at risk for HIV/AIDS, STDs or unintended pregnancy.
**IDENTIFY DESIRED RESULTS**

**My Growth and Development**

What overarching understandings are desired?

- Body systems have specific structures and functions
- Physical changes occur at each stage of human life
- Puberty begins and ends at different ages for different people.
- Adolescence is the time of life between childhood and adulthood
- Hormones are chemicals that cause a body to change and grow.
- AIDS is an infectious disease caused by the HIV virus.

What are the overarching “essential” questions?

- How do body systems work together?
- How do children grow and develop?
- What changes occur during puberty?
- What are hormones?
- What is adolescence?
- What does AIDS/HIV stand for?
- How do you get HIV?

What will students understand as a result of this unit?

Students will understand…

- The heart, lungs, stomach, etc. have a specific function in the body.
- Children grow and develop differently.
- The body changes that occur during puberty.
- Where are hormones produced in the body.
- HIV and/or AIDS is not transmitted by casual contact.

What “essential” and “unit” questions will focus this unit?

- How do body systems work together?
- What physical and emotional changes occur to girls/boys during puberty?
- What are some body changes influenced by hormones?
- What are some ways HIV is not transmitted?
**My Growth and Development**

What evidence will show that students understand how the body grows and changes?

**Performance Tasks, Projects**

Build a Person - Utilizing the laws of heredity and genetics, students will create a “new person” with traits inherited from “parental figures”.

**Quizzes, Tests, Academic Prompts**

- Written Quizzes
- Written Tests
- Writing Prompt – Write a letter to the mayor persuading him/her to provide activities/equipment to promote a healthy lifestyle.

**Unprompted Evidence, Observations, Work Samples**

- Teacher Observation
- Cooperative Group activity and work samples
- Class Participation

**Student Self-Assessment**

- Self-Assess Build a Person Project
- Self-Assess letter
**PERFORMANCE TASK BLUEPRINT**

**My Growth and Development**

**Task Title:** Build a Person  
**Approximate Time Frame:** 2 - 42 minute periods

**What desired understanding/content standards will be assessed through this task?**

- Standard 2.1.6 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. A1-3
- Standard 2.4.6 (Human Relationships and Sexuality) All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. A1-5, B1-4, C1-4
- 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

**What is the purpose of this assessment task?**  
X Formative  
Summative

**Through what authentic performance task will students demonstrate understanding?**

- Students will build a “person” based on the laws of heredity and genetics.

**What student products/performances will provide evidence of desired understandings?**

- Build a Person Project
- Persuasive Letter
- N/A

**By what criteria will student products/performances be evaluated?**

- Build a Person project will depict knowledge of heredity through accurate portrayal of person.

**What type of scoring tools will be used for evaluation?**

- Analytic Rubric
- X Holistic Rubric
- Criterion List
- X Checklist
BLUEPRINT FOR OTHER EVIDENCE

My Growth and Development

What other evidence will be collected during this unit?

What will be assessed?
X Skill X Understanding List

How will evidence be collected?
X Quiz/Test Teacher notes X Assignment

Other: Writing Prompt

What type of assessments will be used?
X Selected Response
Academic Response
Brief Constructed Responses
X Observation
X Work Sample
Other:

What is the assessment’s purpose?
Diagnostic X Formative X Summative

Describe the assessments and state the prompts:
- Written quizzes and tests
- Writing Prompt
- Performance Tasks

What types of scoring tools will be used for evaluation?
Analytic Rubric
X Holistic Rubric
Criterion List
X Checklist
Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

**Students will need to know…**
- The heart, lungs, stomach, etc. have a specific function in the body.
- Children grow and develop differently.
- The body changes that occur during puberty.
- Where are hormones produced in the body.
- HIV and/or AIDS is not transmitted by casual contact

**Students will need to be able to…**
- Describe how body systems work together.
- Identify what physical and emotional changes occur to girls/boys during puberty.
- List some body changes influenced by hormones.
- State some ways HIV is not transmitted.

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan the chapter to assess prior knowledge
2. Preview vocabulary words
3. Read and discuss selections from the health textbook
4. Demonstrate an understanding of vocabulary and concepts through performance task, class discussions, and various cross-curricular activities
5. Complete a writing prompt and share with class
6. Complete text review and assessment pages
SUPPLEMENTAL RESOURCES

Books: Me and My Amazing Body by Joan Sweeney and Annette Cable

Suggested Student Reading: Amazing You: Getting Smart About Your Private Parts by Gail Saltz and Lynne Avril Cravath

Manuals: Harcourt Health and Fitness
SUPPLEMENTAL RESOURCES

Computer Software: My Body, Myself by JC Research

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.eatontown.eboard.com
Unit Title: Food and Your Health  

Grade Level/s: 6

Subject/Topic Areas: Health, Food, and Nutrition

Key Words: Food guide pyramid, diet, healthy, product labels, nutrition, body weight, unhealthy, eating patterns, diseases, spoiling, caffeine, vitamins, allergies, preservatives

Unit Designer/s: PE/Health Curriculum Committee  

Time Frame: 4 weeks

School District: Eatontown Public Schools

School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.1.6 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. B1-4

Standard 9.1 (21st Century 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.

8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Brief Summary of Unit

Students will examine the value of their food choices to maintain a healthy lifestyle. Students will discover how to choose healthful meals and snacks with appropriate servings according to the Food Guide Pyramid. Students will describe the types of ingredients and nutritional information on a food label. They will discuss how healthy eating provides energy to maintain healthy weight and lower risk of illness. They will explain how food allergies affect food choices.
IDENTIFY DESIRED RESULTS

Food and Your Health

What overarching understandings are desired?

- The Food Pyramid has recommended servings for each category.
- A balanced meal contains certain types and amounts of food.
- Specific dietary requirements contribute to maintaining an appropriate healthy body weight.
- Some foods can cause allergic reactions.
- Personal choices in a diet foster a healthy body.
- Proper handling and preparation of food contributes to good health and safety habits.
- Food labels provide essential information about nutrition.

What are the overarching “essential” questions?

- What is a balanced meal?
- What are the food groups in the Food Guide Pyramid?
- How can you maintain an appropriate healthy body weight?
- What is a food allergy?
- What is a diet appropriate for you?
- How can I handle and prepare foods safely?
- How can I tell if food is spoiled or has been handled improperly?
- Why is important to read food labels?

What will students understand as a result of this unit?

Students will…
- Identify food groups on the food guide pyramid
- Recognize nutritional value of foods
- Recognize importance of planning and preparing healthy meals
- Understand the importance of maintaining an appropriate body weight
- Explain how foods spoil and tell how to store, prepare, and buy foods carefully
- Understand how allergies affect food choices
- Interpret information on a food label

What “essential” and “unit” questions will focus this unit?

- What are examples of balanced meals and healthy snacks?
- Why do you need to eat foods from all groups within the food guide pyramid?
- What are groups in the food guide pyramid?
- Why is a healthy diet essential to maintain an appropriate healthy body weight?
- What are some ways of handling and preparing foods safely?
- What can cause food to spoil?
- What is the important information to look for on a food label?
- How do allergies affect food choices?
**DETERMINE ACCEPTABLE EVIDENCE**

**Food and Your Health**

What evidence will show that students understand how food is important to health?

**Performance Tasks, Projects**

- Sodium Search: Students will bring in a variety of foods to examine the sodium content on each label. They will create a list of foods and their sodium content. Information gathered will be graphed in Microsoft Excel and displayed in a bar graph format. Students will then summarize their findings to compare and contrast foods to draw healthy food conclusions.

**Quizzes, Tests, Academic Prompts**

- Written Quizzes
- Written Tests
- Writing Prompts: Students will describe a favorite food and explain whether or not it is a healthy food choice based on knowledge obtained in this unit.

**Unprompted Evidence, Observations, Work Samples**

- Cooperative Group work
- Class participation
- Teacher observations of students during work on the performance tasks

**Student Self-Assessment**

- Self-Assess Sodium Graph
- Self-Assess personal eating habits
Task Title: Sodium Search  
Approximate Time Frame: 2 class periods

What desired understanding/content standards will be assessed through this task?

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.6</td>
<td>All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. B1-4</td>
</tr>
<tr>
<td>8.1</td>
<td>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.</td>
</tr>
</tbody>
</table>

What is the purpose of this assessment task?  X Formative  X Summative

Through what authentic performance task will students demonstrate understanding?

Students will bring in a variety of foods to examine the sodium content on each label. They will create a list of foods and their sodium content. Information gathered will be graphed in Microsoft Excel and displayed in a bar graph format. Students will then summarize their findings to compare and contrast foods to draw healthy food conclusions.

What student products/performances will provide evidence of desired understandings?

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Student Research</td>
<td>Student Graph</td>
</tr>
<tr>
<td>N/A</td>
<td></td>
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</tbody>
</table>

By what criteria will student products/performances be evaluated?

Research will demonstrate student understanding of sodium content in foods.

What type of scoring tools will be used for evaluation?

<table>
<thead>
<tr>
<th>Analytic Rubric</th>
<th>Holistic Rubric</th>
<th>Criterion List</th>
<th>Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
What other evidence will be collected during this unit?

What will be assessed?
X Skill   X Understanding   List

How will evidence be collected?
X Quiz/Test   X Teacher notes   X Assignment
X Other: Writing prompt

What type of assessments will be used?
X Selected Response
X Academic Response
X Brief Constructed Responses
X Observation
X Work Sample
Other:

What is the assessment’s purpose?
X Diagnostic   X Formative   X Summative

Describe the assessments and state the prompts:
- Written quizzes and tests
- Writing Prompt
- Performance Tasks

What types of scoring tools will be used for evaluation?
Analytic Rubric
X Checklist
Answer Key
PLAN LEARNING EXPERIENCES AND INSTRUCTION

Food and Your Health

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- The food groups on the food guide pyramid
- The nutritional value of foods
- The importance of planning/preparing healthy meals
- The importance of maintaining an appropriate body weight
- How allergies affect food choices
- How to interpret information on a food label

Students will need to be able to…
- Identify food groups on the food guide pyramid
- Recognize nutritional value of foods
- Recognize importance of planning and preparing healthy meals
- Understand the importance of maintaining an appropriate body weight
- Understand how allergies affect food choices
- Interpret information on a food label

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan the chapter to assess prior knowledge
2. Preview vocabulary words
3. Read and discuss selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through performance task, class discussions, and various cross-curricular activities
5. Complete writing prompt and share with class
6. Complete text review and assessment pages
SUPPLEMENTAL RESOURCES


Suggested Student Reading: Showdown At The Food Pyramid by Rex Barron

SUPPLEMENTAL RESOURCES

Computer Software: My Body, Myself by JC Research

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.eatontown.eboard.com
Unit Title: Keeping Safe

Grade Level/s: 6

Subject/Topic Areas: Injury Prevention and Safety

Key Words: Safety, injury, strangers, internet safety, personal space, first aid, choking, wounds, abuse, acquaintances, victim

Unit Designer/s: PE/Health Curriculum Committee

Time Frame: 4 weeks

School District: Eatontown Public Schools

School: Meadowbrook, Woodmere, Vetter

Link to Content Standards/Interdisciplinary Standards

- Standard 2.1.6 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. D1-4
- Standard 9.1 (21st Century 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.
- 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Brief Summary of Unit

In this unit, students will identify and analyze the short-and long-term impact of injury on individuals and families, and develop strategies to reduce incidence. They will be able to demonstrate and assess basic first aid procedures for choking, minor cuts, sprains, and bleeding. They will discuss forms of abuse and their impact. Students will discuss the incidence and characteristics of intentional and unintentional injuries.
**What overarching understandings are desired?**

- Characteristics of intentional and unintentional injuries.
- Proper ways to handle emergency situations.
- Basic first aid procedures.
- Physical, social, and emotional impacts of abuse.
- Heimlich maneuver is used for choking victims.
- Victim and situation assessment in first aid.

**What will students understand as a result of this unit?**

- Identify forms of abuse
- Identify ways to reduce injury
- Demonstrate how to react in a crisis
- Explain simple first aid procedures
- Discuss what to do if abuse is suspected
- Identify steps to perform the Heimlich maneuver
- Identify characteristics of intentional and unintentional injuries
- Assess basic victim and situation first aid

**What are the overarching “essential” questions?**

- What are some activities and behaviors that are unsafe?
- What are the practices that will make me safer in unsafe situations?
- What are basic first aid procedures to follow?
- What are ways to deal with abuse?
- How does abuse impact individuals and families?
- What procedure should you follow if someone is choking?
- What are the steps to take in a rescue situation?

**What “essential” and “unit” questions will focus this unit?**

- How can you recognize unsafe activities?
- How can you develop strategies to reduce injuries?
- How to get help should abuse be suspected?
- What is the procedure when caring for minor cuts, sprains, and bleeding?
- What is the impact of physical, social and emotional abuse?
- What is the universal sign for choking?
- How can you provide rescue breathing?
What evidence will show that students understand safety?

**Performance Tasks, Projects**

Role Playing: Students will demonstrate appropriate responses to the following teacher prompted situations.
- Dialing 911
- Stranger Safety
- Simple first aid procedures
- Appropriate ways to handle emergency situations
- Situations of abuse/bullying
- Demonstrate the Heimlich maneuver
- Rescue situations

**Quizzes, Tests, Academic Prompts**

- Written quizzes/tests

- Writing Prompt: Write a letter to the principal of the school regarding an aspect of safety. (e.g. playground, cafeteria, classroom) Try to persuade him to make any changes that would provide for a safer environment.

**Unprompted Evidence, Observations, Work Samples**

- Informal teacher observations of students in role playing situations.
- Classroom participation.

**Student Self-Assessment**

- Self-assess personal safety skills.
- Self-assess letter
Task Title: Mock Trial Role Playing        Approximate Time Frame:  80 minutes

What desired understanding/content standards will be assessed through this task?

Standard 2.1.6 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. D1-4

8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

What is the purpose of this assessment task?   X  Formative   X  Summative

Through what authentic performance task will students demonstrate understanding?

Students will participate in a role play/simulation activity involving the topics of safety and personal injury.

What student products/performances will provide evidence of desired understandings?

Demonstration   Writing Prompt   Mock Trial

By what criteria will student products/performances be evaluated?

- Mock Trial will indicate an understanding of personal injury
- Writing prompt will demonstrate an understanding of appropriate safety practices

What type of scoring tools will be used for evaluation?

Analytic Rubric   X  Holistic Rubric   Criterion List   X  Checklist
Keeping Safe

What other evidence will be collected during this unit?

What will be assessed?
X Skill  X Understanding  List

How will evidence be collected?
X Quiz/Test  X Teacher notes  X Assignment
X Other: Steps to Respect
   Second Step

What type of assessments will be used?
X Selected Response
   Academic Response
   Brief Constructed Responses
X Observation
X Work Sample
X Other: Demonstrations

What is the assessment’s purpose?
X Diagnostic  X Formative  X Summative

Describe the assessments and state the prompts:
- Written Quizzes and tests
- Writing Prompts
- Demonstrations
- Mock Trial

What types of scoring tools will be used for evaluation?
X Answer Key
X Holistic Rubric
X Criterion List
**PLAN LEARNING EXPERIENCES AND INSTRUCTION**

**Keeping Safe**

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- Forms of abuse
- Ways to reduce injury
- How to react in a crisis
- Simple first aid procedures
- What to do if abuse is suspected
- Steps to perform the Heimlich maneuver
- Identify characteristics of intentional and unintentional injuries
- Assess basic victim and situation first aid

Students will need to be able to…
- Recognize unsafe activities
- Develop strategies to reduce injuries
- Find help should abuse be suspected
- Explain the procedure when caring for minor cuts, sprains, and bleeding
- Understand the impact of physical, social and emotional abuse
- Demonstrate the universal sign for choking
- When to provide rescue breathing

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan the chapter to assess prior knowledge
2. Preview vocabulary words
3. Read and discuss selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through role playing class discussions and various cross-curricular activities
5. Complete writing prompt and share with class
6. Complete text review and assessment pages
SUPPLEMENTAL RESOURCES

Books: The Safety Book for Active Kids: Teaching Your Child How to Avoid Everyday Dangers by Linda Schwartz and Beverly Armstrong

Suggested Student Reading: I Can Be Safe: A First Look at Safety by Pat Thomas and Lesley Harker

SUPPLEMENTAL RESOURCES

Computer Software: Health for Kids Series by Global Marketing Partners

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.eatontownschools.eboard.com

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**Unit Title:** We All Have Feelings  

**Grade Level/s:** 6

**Subject/Topic Areas:** Social and Emotional Health

**Key Words:** Special, angry, respect, polite, stress, peers, conflict, emotions, harassment, bullying, abuse, goals, decision, crisis, rejection, loss, separation

**Unit Designer/s:** PE/Health Curriculum Committee  
**Time Frame:** 4 weeks

**School District:** Eatontown Public Schools  
**School:** Meadowbrook, Vetter, Woodmere

**Link to Content Standards/Interdisciplinary Standards**

- Standard 2.1.6 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. E1-3
- Standard 2.2.6 (Integrated Skills) All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. A-E
- Standard 9.1 (21\textsuperscript{st} Century 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.
- 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

**Brief Summary of Unit**

In this unit, students will examine how personal assets and parental involvement support healthy social and emotional development. They will choose and justify appropriate strategies to deal with conflict, violence, harassment, and bullying. Students will describe physical and emotional signs of stress and the short- and long-term impacts of stress on the body. They will compare and contrast ways that people deal with change, crisis, rejection, loss, and separation. Students will understand how stereotyping might influence goals.
**IDENTIFY DESIRED RESULTS**

**We All Have Feelings**

**What overarching understandings are desired?**
- Managing emotions and stress is an important part of our well being and directly affects health.
- Positive interpersonal relationships are an ongoing process.
- There are appropriate strategies to deal with bullying, harassment, conflict, and violence.
- Stereotyping might influence goals, choices and behaviors.

**What are the overarching “essential” questions?**
- What are emotions and stress and how do they affect us?
- How can you deal with conflict, violence, harassment, and bullying?
- What is stereotyping and how does it affect goals, choices, and behavior?
- How do people deal with change, crisis, rejection, loss, and separation?

**What will students understand as a result of this unit?**

Students will be able to:
- Manage emotions and stress in a healthy fashion
- Recognize importance of positive interpersonal relationships
- Describe appropriate strategies to deal with bullying, harassment, conflict, and violence
- Identify negative effects of stereotyping

**What “essential” and “unit” questions will focus this unit?**
- How do you appropriately show emotions and deal with stress?
- What should you do if you are being bullied, harassed or verbally abused?
- What is the effect of stereotyping on personal choices and behaviors?
- What are different ways individuals, families, and communities deal with change, crisis, rejection, loss, and separation?
What evidence will show that students understand emotions?

**Performance Tasks, Projects**

- Public Service Announcement: Students will create a commercial or PSA outlining home, school, and community efforts to prevent conflict, vandalism, bullying, harassment, or violence.
- Role Play: Students will demonstrate appropriate responses to teacher prompted situations.
- PowerPoint Presentation: Create a PowerPoint depicting the positive ways to deal with stress.

**Quizzes, Tests, Academic Prompts**

- Writing Prompt: Write a letter to the Mayor with your ideas to reduce vandalism and violence in the community persuading him/her to fund/support your ideas.
- Written quizzes
- Written tests

**Unprompted Evidence, Observations, Work Samples**

- Informal teacher observations of students in unstructured situations.
- Classroom participation.
- PowerPoint presentation
- Commercial/Public Service Announcement

**Student Self-Assessment**

- Self Assessment:
  - Self-assess public service announcement
  - Self-assess PowerPoint presentation
  - Self-assess letter
Task Title: Dealing With Stress  
Approximate Time Frame: 20 minutes

What desired understanding/content standards will be assessed through this task?

- Standard 2.1.6 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. E1-3
- Standard 2.2.6 (Integrated Skills) All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. A-E
- 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

What is the purpose of this assessment task? Formative X Summative

Through what authentic performance task will students demonstrate understanding?

Students will create a PowerPoint depicting appropriate ways to deal with stress.

What student products/performances will provide evidence of desired understandings?

- PowerPoint
- Demonstrations
- Letter

By what criteria will student products/performances be evaluated?

- PowerPoint will depict appropriate ways to deal with stress.
- Demonstrations will show appropriate ways to deal with bullying, harassment, and violence.

What type of scoring tools will be used for evaluation?

Analytic Rubric  X Holistic Rubric  Criterion List  X Checklist
We All Have Feelings

What other evidence will be collected during this unit?

What will be assessed?
X Skill
X Understanding
List

How will evidence be collected?
X Quiz/Test
Teacher notes
X Assignment

X Other: Writing Prompt

What type of assessments will be used?
X Selected Response
Academic Response
Brief Constructed Responses
X Observation
X Work Sample
X Other: Demonstration

What is the assessment’s purpose?
Diagnostic
X Formative
X Summative

Describe the assessments and state the prompts:
- Written quizzes and tests
- Writing prompts and PowerPoint

What types of scoring tools will be used for evaluation?
Analytic Rubric
X Holistic Rubric
X Criterion List
X Checklist
X Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- How to manage emotions and stress in a healthy fashion
- How to recognize importance of positive interpersonal relationships
- Appropriate strategies to deal with bullying, harassment, conflict, and violence
- How to identify negative effects of stereotyping

Students will need to be able to…
- Appropriately show emotions and deal with stress
- Relate what you should do if you are being bullied, harassed or verbally abused
- Describe the effect of stereotyping on personal choices and behaviors
- Identify different ways individuals, families, and communities deal with change, crisis, rejection, loss, and separation

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan the chapter to assess prior knowledge
2. Preview vocabulary words
3. Read and discuss selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through role playing class discussions and various cross-curricular activities
5. Complete writing prompt and share with class
6. Complete text review and assessment pages
**SUPPLEMENTAL RESOURCES**

<table>
<thead>
<tr>
<th>Books: Double-Dip Feelings: Stories to Help Children Understand Emotions by Barbara S. Cain and Anne Patterson</th>
</tr>
</thead>
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<tr>
<th>Suggested Student Reading: How Anansi Learned Self-Esteem: 10 Original Stories for Developing Self-Confidence and Self-Respect by James Culver Jr.</th>
</tr>
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<tr>
<th>Manuals: Harcourt Health and Fitness</th>
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SUPPLEMENTAL RESOURCES

Computer Software: My Body, Myself by JC Research

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.education-world.com/a_tsl/archives/03-1/lesson026.shtml
www.eatontownschools.eboard.com
UNIT

COVER

PAGE

Chemical Substances

Unit Title: Chemical Substances  Grade Level/s: 6

Subject/Topic Areas: Medicines, alcohol, tobacco, nicotine, cigarettes, marijuana, addiction, chemical dependency and how they affect the body

Key Words: Medicines, drugs, alcohol, tobacco, chemical dependency, labels, harmful, helpful, illegal, nicotine, side effects, inhalants, prescription drugs, over-the-counter, cocaine, respiratory system, addiction

Unit Designer/s: PE/Health Curriculum Committee  Time Frame 4 weeks

School District: Eatontown Public Schools  School: Meadowbrook, Vetter, Woodmere

Link to Content Standards/Interdisciplinary Standards

Standard 2.3.6 (Drugs and Medicines) All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to a healthy, active lifestyle. A1-2, B1-7, C1-4

Standard 9.1 (21st Century 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.

8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Brief Summary of Unit

In this unit, students will describe how to safely take medicine. They will identify what chemical dependency is and how to recognize symptoms. They will be able to define what a drug is, and understand that alcohol, tobacco, nicotine, cocaine, inhalants and marijuana affect the body. They will explain that some people cannot control their use of alcohol, tobacco, and other drugs. Students will distinguish between over-the-counter and prescription drugs. They will describe short term and long term effects of drugs and how they affect others as well.
### IDENTIFY DESIRED RESULTS

**Chemical Substances**

**What overarching understandings are desired?**

- Medicines/Drugs cause changes in the way the body and/or mind work.
- Drugs may cause physiological and behavioral effects.
- Alcohol, tobacco, nicotine, and marijuana, inhalants, and cocaine are drugs that affect the organ systems of the body.
- What is chemical dependency, and what are some of its symptoms.
- Drug use has both short and long term effects on our health.
- How tobacco use contributes to the incidence of respiratory diseases, cancer, and cardiovascular disease in both smoker’s and non-smokers.

**What will students understand as a result of this unit?**

**What are the overarching “essential” questions?**

- What systems of the body are affected by tobacco, alcohol, marijuana, cocaine, and inhalants, and how are they affected?
- How do drugs and medicines affect your body and mind?
- How can drugs affect people’s lives?
- What are the consequences of drug use?
- What are contributing factors of alcohol, tobacco, and other drug use?
- What are the effects of drug use on an individual and a family?

**What “essential” and “unit” questions will focus this unit?**

Students will be able to….

- Define and identify drugs
- Define alcohol, tobacco, nicotine, cocaine, inhalants, and marijuana
- Describe how alcohol, tobacco, nicotine, inhalants, cocaine, and marijuana affect the body
- Identify what chemical dependency is and how to recognize symptoms
- Identify short term and long term effects of drugs on the body
- Describe how smoking affects both smokers and non-smokers

- What are alcohol, tobacco, nicotine, cocaine, inhalants, and marijuana?
- How do the use of tobacco, alcohol and other drugs affect the body?
- What does it mean to be addicted to a drug?
- What are short and long term effects of drugs on the mind, body systems, and families of the drug user.
- What are some consequences of drug use?
What evidence will show that students understand medicines, drugs, and chemical substances?

**Performance Tasks, Projects**

Role Playing: Students will demonstrate appropriate responses to the following teacher prompted situations.
- Utilize applicable Steps to Respect and Second Step Role playing scenarios regarding drug use and refusal skills.

**Quizzes, Tests, Academic Prompts**

- Written Tests/Quizzes
- Writing Prompt- Students will write a 5 paragraph essay explaining the negative effects of a specific drug and its effects on the body.

**Unprompted Evidence, Observations, Work Samples**

- Informal teacher observations of students in role playing situations.
- Classroom participation

**Student Self-Assessment**

- Self-Assess essay
- Self-Assess proper usage of drugs and medicines
**Performance Task Blueprint**

**Chemical Substances**

**Task Title:** 5 Paragraph Essay  
**Approximate Time Frame:** 25 minutes

**What desired understanding/content standards will be assessed through this task?**

- **Standard 2.3.6 (Drugs and Medicines)**: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to a healthy, active lifestyle. A1-2, B1-7, C1-4
- **8.1 (Educational Technology)**: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

**What is the purpose of this assessment task?**  
- X Formative  
- X Summative

**Through what authentic performance task will students demonstrate understanding?**

Students will demonstrate an understanding of the negative side effects that drugs have on the body.

**What student products/performances will provide evidence of desired understandings?**

- Writing Prompts
- Demonstrations/Role Play
- N/A

**By what criteria will student products/performances be evaluated?**

Essay and role playing will demonstrate appropriate responses to drug use.

**What type of scoring tools will be used for evaluation?**

- Analytic Rubric  
- X Holistic Rubric  
- Criterion List  
- X Checklist
BLUEPRINT FOR OTHER EVIDENCE

Chemical Substances

What other evidence will be collected during this unit?

What will be assessed?
- X Skill
- X Understanding

How will evidence be collected?
- X Quiz/Test
- X Teacher notes
- X Assignment
- X Other: Writing Prompt

What type of assessments will be used?
- X Selected Response
- X Academic Response
- X Brief Constructed Responses
- X Observation
- X Work Sample
- X Other: Second Step, Steps to Respect

What is the assessment’s purpose?
- X Diagnostic
- X Formative
- X Summative

Describe the assessments and state the prompts:
- Written Quizzes and Tests
- Writing Prompt

What types of scoring tools will be used for evaluation?
- Analytic Rubric
- X Holistic Rubric
- Criterion List
- Checklist
- X Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- What drugs are
- How alcohol, tobacco, nicotine, inhalants, cocaine, and marijuana affect the body
- The symptoms of chemical dependency
- Short term and long term effects of drugs on the body
- That smoking effects both smokers and non-smokers

Students will need to be able to…
- Identify the various categories of drugs
- Identify how drugs affect the body
- Describe symptoms of addiction
- Explain the short term and long term effects of drugs on an individual and others
- Recognize the consequences of drug use

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Preview vocabulary words
2. Scan the chapter to assess prior knowledge
3. Read and discuss selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through role playing class discussions and various cross-curricular activities
5. Complete writing prompt and share with class
6. Complete text review and assessment pages
SUPPLEMENTAL RESOURCES

Books: Good Drug and the Bad Drug by John S. Marr

Suggested Student Reading: It's Ok to Say No to Drugs: How to Say No (It's Ok to Say No) by Susan Amerikaner

SUPPLEMENTAL RESOURCES

Computer Software: My Body, Myself by JC Research

Other References:
Understanding By Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.eatontownschools.eboard.com