

HEALTH/PHYSICAL EDUCATION

HEALTH CURRICULUM

K - 6

Revised 2012-2013

**NORTH WARREN CLUSTER:
FRELINGHUYSEN, AND KNOWLTON
ELEMENTARY SCHOOLS
NORTH WARREN REGIONAL MIDDLE SCHOOL**

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The curriculum for the Physical Education program was constructed with an eye towards past curriculum, current standards, and future expectations. With that as an anchor, the development grew to encompass many and varied content and their interconnectedness to the NJCCCS. It also encompasses the new version of the CCSS as a National commitment to both English and Mathematics. As such, curricular references to these new standards will read differently than they have in the past for both Mathematics and English.

CCSS.ELA-Literacy.CCRA.R will be the lead phrase in referencing the Common Core English Standards. The CCRA represents the College and Career Readiness Anchor standard. The particular standard of Reading (R), Writing (W) and so on will follow to help narrow the focus. This follows for Mathematics as well, using CCSS.Math.Content.CC to represent the math curricula within the subset of Counting and Cardinality. Individual grade based disclaimers were intentionally left out, as were specific strand identifiers, to allow freedom at the teacher level to focus on the roots of instruction without overly burdening the instructor with specific detail. Further, reading the second grade curricula would indicate the grade based standard as grade 2. Additionally, for the layperson and first year teacher, the full standard itself can be overly burdensome and create more problems and confusion than it resolves. This format facilitates an introduction of the curriculum and allows for a more open and seamless transition into classroom instruction and overall use.

The entire list of standards from the latest state adaptation and the new common core are included at the end of this document. Enclosed also are the respective links to these documents on-line.

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- Growth and Development
- Nutrition
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HEALTH/PHYSICAL EDUCATION

HEALTH CURRICULUM

K - 2

**North Warren Cluster
Health
UBD Curriculum Template
Grade K-2**

Stage 1: Desired Results	
Topic: Growth Development	
<i>Core Content Curriculum Number & Strands 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</i>	
<ul style="list-style-type: none"> • 2.1.2.A 	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Explain what being “well” means and identify self-care practices that support wellness. • Use correct terminology to identify body parts, and explain how body parts work together to support wellness. 	<ul style="list-style-type: none"> • What are ways to stay healthy, strong, and safe?
Knowledge and Skills: (Focus of Instruction)	
Students will be able to:	
<ul style="list-style-type: none"> • Understand the importance of washing hands and demonstrate proper hand washing technique. (K) • Recognize the purpose of teeth.(1) • List reasons teeth need to be brushed and flossed daily and demonstrate proper tooth brushing and flossing techniques.(K) • Distinguish between primary and permanent teeth.(1) • Understand the importance of routine dental visits. (1) • Understand the importance of washing hair. (K) • List ways to avoid contacting lice.(K) • Recognize the importance of wearing weather-appropriate clothing, wearing appropriate footwear, and wearing appropriate attire and gear for sports (K-2) • Define wellness (2) • Explain how making healthy choices and having healthy relationships contribute to wellness. (2) • Identify body parts and understand their basic functions. (K) • Identify the five senses; tell why they are important and how to care for them. (1) • Recognize how children are the same and different (eye color, skin color, ethnicity....)(1) • Understand heredity contributes to an individual’s uniqueness. (2) 	
Learning Expectations/Objectives	
Integration of 21st Century Theme(s) 21st Century Interdisciplinary Themes	Integration of Digital Tools
	<ul style="list-style-type: none"> • Smartboard/Mimio

<p>(into core subjects)</p> <p>9.1.A. Critical Thinking & Problem Solving</p> <p>9.1.C. Collaboration, Teamwork & Leadership</p> <p>Learning and Innovation Skills</p> <p>9.1.B. Creativity and Innovation</p> <p>Information, Media and Technology Skills</p> <p>9.1.D. Cross-Cultural Understanding and Interpersonal Communication</p> <p>Life and Career Skills</p> <p>9.3.A Career Awareness</p>	<ul style="list-style-type: none"> • Classroom computers • Technology lab • Digital/Video camera • Various websites <ul style="list-style-type: none"> ○ www.brainpopjr.com ○ www.redcross.org ○ www.kidshealth.org
Stage 2: Evidence of Understanding	
<p>North Warren Cluster Benchmarks: (Do or Say)</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Define “wellness” • Give examples of practices that lead to wellness • Identify body parts and systems using the correct terminology • Describe how the systems of the body work together to lead to overall wellness 	
<p>Assessment Methods:</p> <p>Formative: (On-going) Teacher observation, progress reports, performance tasks</p> <p>Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards</p>	
<p>Other Evidence:</p> <p>Student Self-Assessment</p> <p>Project Based Learning</p> <p>Interdisciplinary</p>	
Stage 3: Learning Plan	
Number of Days: 180	
In this unit consider how you will	
A	Engage Students: Work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles. Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.

C	Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning. Give timely feedback on formative assessments and allow time for review. Provide time to work cooperatively with classmates.
D	<p>The following suggested learning experiences will help students explore the big ideas and essential questions:</p> <ul style="list-style-type: none"> • Discussion • Brainstorming • Worksheets • Role Play • Guest Speakers • Assemblies • Games
E	<p>Incorporating literature helps to support health concepts:</p> <ul style="list-style-type: none"> • <i>Weekly Reader</i> • <i>Scholastic News</i> • <i>Me and My Smile</i> • <i>What’s Inside My Body?</i> • <i>There’s a Louse in the House</i>
<p>Resources: Board of Education adopted Kindergarten math series and supplemental materials, technology, and media.</p> <ul style="list-style-type: none"> • Videos/DVDs • “Glo-Germ” Kit • Posters • Textbook 	

Stage 1: Desired Results	
Topic: Nutrition	
Core Content Curriculum Number & Strands 2.1.Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
<ul style="list-style-type: none"> • 2.1.2.B 	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • What are was to stay healthy, strong and safe? 	<ul style="list-style-type: none"> • Explain why some foods are healthier to eat than others. • Explain how foods in the food pyramid differ in nutritional content and value. • Summarize information about food found on product labels.
Knowledge and Skills: (Focus of Instruction)	
Students will be able to:	
<ul style="list-style-type: none"> • Explain why some foods are healthier to eat than others. (K) • Sort foods according to food groups and food sources. (1) • Explain what information can be found on food and product labels. (2) 	
Learning Expectations/Objectives	
<p>Integration of 21st Century Theme(s) 21st Century Interdisciplinary Themes (into core subjects) 9.1.A. Critical Thinking & Problem Solving 9.1.C. Collaboration, Teamwork & Leadership Learning and Innovation Skills 9.1.B. Creativity and Innovation Information, Media and Technology Skills 9.1.D. Cross-Cultural Understanding and Interpersonal Communication Life and Career Skills 9.3.A Career Awareness</p>	<p>Integration of Digital Tools</p> <ul style="list-style-type: none"> • Smartboard/Mimio • Classroom computers • Technology lab • Digital/Video camera • Various websites <ul style="list-style-type: none"> ○ brainPopJr.com (P) ○ myplate.gov
Stage 2: Evidence of Understanding	
North Warren Cluster Benchmarks: (Do or Say)	
Students will be able to:	
<ul style="list-style-type: none"> • Classify foods by food groups • Demonstrate an understanding of why some foods are better for your than others • Use MyPlate to plan a meal with foods from each food group • Explain what types of information is found on food labels and why it is important to read food labels. 	

<p>Assessment Methods: Formative: (On-going) Teacher observation, progress reports, performance tasks Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards</p>	
<p>Other Evidence: Student Self-Assessment Project Based Learning Interdisciplinary</p>	
<p>Stage 3: Learning Plan</p>	
<p>Number of Days: 180</p>	
<p>In this unit consider how you will</p>	
A	Engage Students: Work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles. Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
C	Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning. Give timely feedback on formative assessments and allow time for review. Provide time to work cooperatively with classmates.
D	The following suggested learning experiences will help students explore the big ideas and essential questions: <ul style="list-style-type: none"> • Discussion • Brainstorming • Worksheets • Role Play • Guest Speakers • Assemblies • Games
E	Incorporating literature helps to support math concepts: <ul style="list-style-type: none"> • <i>Weekly Reader</i> • <i>Scholastic News</i>
<p>Resources: Board of Education adopted health series and supplemental materials, technology, and media.</p> <ul style="list-style-type: none"> • Videos/DVD • Posters • Models 	

Stage 1: Desired Results	
Topic: Diseases and Health Conditions	
Core Content Curriculum Number & Strands 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. <ul style="list-style-type: none"> • 2.1.2.C 	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Summarize symptoms of common diseases and health conditions. • Summarize strategies to prevent the spread of common diseases and health conditions. • Determine how personal feelings can affect one's wellness. 	<ul style="list-style-type: none"> • What are ways to stay healthy, strong, and safe?
Knowledge and Skills: (Focus of Instruction) Students will be able to: <ul style="list-style-type: none"> • Explain ways to prevent the spread of diseases (hand washing, immunizations, covering coughs, not sharing cups, hats, combs) (K) • Explain why diseases and health conditions need to be detected and treated early. (1) • Recognize common symptoms of disease and health conditions (Lyme Disease) (1) • Explain the difference between contagious and non-contagious diseases. (2) 	
Learning Expectations/Objectives	
Integration of 21st Century Theme(s) 21st Century Interdisciplinary Themes (into core subjects) 9.1.A. Critical Thinking & Problem Solving 9.1.C. Collaboration, Teamwork & Leadership Learning and Innovation Skills 9.1.B. Creativity and Innovation Information, Media and Technology Skills 9.1.D. Cross-Cultural Understanding and Interpersonal Communication Life and Career Skills 9.3.A Career Awareness	Integration of Digital Tools <ul style="list-style-type: none"> • Smartboard/Mimio • Classroom computers • Technology lab • Digital/Video camera • Various websites <ul style="list-style-type: none"> ○ brainPopJr.com (P) ○ www.redcross.org (F) ○ www.cdc.gov (F) ○ www.kidshealth.org (F)
Stage 2: Evidence of Understanding	
North Warren Cluster Benchmarks: (Do or Say) Students will be able to: <ul style="list-style-type: none"> • Determine healthful practices for preventing the spread of disease • List common diseases and health conditions 	

<ul style="list-style-type: none"> List common symptoms of diseases and health conditions 	
Assessment Methods: Formative: (On-going) Teacher observation, progress reports, performance tasks Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards	
Other Evidence: Student Self-Assessment Project Based Learning Interdisciplinary	
Stage 3: Learning Plan	
Number of Days: 180	
In this unit consider how you will	
A	Engage Students: Work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles. Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
C	Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning. Give timely feedback on formative assessments and allow time for review. Provide time to work cooperatively with classmates.
D	The following suggested learning experiences will help students explore the big ideas and essential questions: <ul style="list-style-type: none"> Discussion Brainstorming Worksheets Role Play Guest Speakers Assemblies Games
E	Incorporating literature helps to support health concepts: <ul style="list-style-type: none"> <i>Weekly Reader</i> <i>Scholastic News</i>
Resources: Board of Education adopted health series and supplemental materials, technology, and media.	

Stage 1: Desired Results	
Topic: Social and Emotional Health	
Core Content Curriculum Number & Strands 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
<ul style="list-style-type: none"> • 2.12.E 	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • What are ways to stay healthy, strong and safe? 	<ul style="list-style-type: none"> • Identify basic social and emotional needs of all people. • Determine possible causes of conflict between people and appropriate ways to prevent and resolve them • Explain healthy ways of coping with common stressful situations experienced by children.
Knowledge and Skills: (Focus of Instruction)	
Students will be able to:	
<ul style="list-style-type: none"> • Identify various emotions. (K) • Identify the possible causes of conflict (1) • Identify appropriate ways to prevent and resolve conflicts (1) • Recognize that all human beings have basic needs (food, water, sleep, shelter, clothing, love....). (2) • Demonstrate sympathy and empathy. (2) • Describe and demonstrate appropriate ways to express wants, needs and emotions. (2) 	
Learning Expectations/Objectives	
<p>Integration of 21st Century Theme(s) 21st Century Interdisciplinary Themes (into core subjects) 9.1.A. Critical Thinking & Problem Solving 9.1.C. Collaboration, Teamwork & Leadership Learning and Innovation Skills 9.1.B. Creativity and Innovation Information, Media and Technology Skills 9.1.D. Cross-Cultural Understanding and Interpersonal Communication Life and Career Skills 9.3.A Career Awareness</p>	<p style="text-align: center;">Integration of Digital Tools</p> <ul style="list-style-type: none"> • Smartboard/Mimio • Classroom computers • Technology lab • Digital/Video camera • Various websites <ul style="list-style-type: none"> ○ brainPopJr.com ○ discoveryeducation.com
Stage 2: Evidence of Understanding	
North Warren Cluster Benchmarks: (Do or Say)	
Students will be able to:	

<ul style="list-style-type: none"> • Identify common emotions • List basic human needs • Explain steps for resolving conflicts 	
Assessment Methods: Formative: (On-going) Teacher observation, progress reports, performance tasks Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards	
Other Evidence: Student Self-Assessment Project Based Learning Interdisciplinary	
Stage 3: Learning Plan	
Number of Days: 180	
In this unit consider how you will	
A	Engage Students: Work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles. Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
C	Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning. Give timely feedback on formative assessments and allow time for review. Provide time to work cooperatively with classmates.
D	The following suggested learning experiences will help students explore the big ideas and essential questions: <ul style="list-style-type: none"> • Discussion • Brainstorming • Worksheets • Role Play • Guest Speakers • Assemblies • Games
E	Incorporating literature helps to support health concepts: <ul style="list-style-type: none"> • <i>Weekly Reader</i> • <i>Scholastic News</i>
Resources: Board of Education adopted health series and supplemental materials, technology, and media.	

Stage 1: Desired Results	
Topic: Safety	
Core Content Curriculum Number & Strands 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
<ul style="list-style-type: none"> • 2.1.2.D 	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention). • Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches. • Identify procedures associated with pedestrian, bicycle, and traffic safety 	<ul style="list-style-type: none"> • What are ways to stay healthy, strong, and safe?
<p>Knowledge and Skills: (Focus of Instruction)</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Recognize that nut allergies can cause severe reactions (K) • Explain and demonstrate ways to prevent injuries (seatbelts and child safety seats in motor vehicles and bus safety procedures). (K) • Explain and demonstrate simple first aid procedures (getting help and calling 911, knowing personal information such as address and phone number, and avoiding contact with blood and other body fluids). (K) • Distinguish among “good/safe touch,” “bad/unsafe touch,” and “confusing touch.” (K) • Explain what to do if touching causes uncomfortable feelings. (K) • Identify safe and appropriate behavior when interacting with strangers, acquaintances, and trusted adults. (K) • Explain and demonstrate ways to prevent injuries (wearing protective gear and fire safety procedures). (1) • Explain and demonstrate caring for small cuts (1) • Identify warning labels found on medicines and household products. (2) 	
Learning Expectations/Objectives	
<p style="text-align: center;">Integration of 21st Century Theme(s)</p> <p>21st Century Interdisciplinary Themes (into core subjects)</p> <p>9.1.A. Critical Thinking & Problem Solving 9.1.C. Collaboration, Teamwork & Leadership</p> <p>Learning and Innovation Skills 9.1.B. Creativity and Innovation</p>	<p style="text-align: center;">Integration of Digital Tools</p> <ul style="list-style-type: none"> • Smartboard/Mimio • Classroom computers • Technology lab • Digital/Video camera • Various websites <ul style="list-style-type: none"> ○ brainPopJr.com (P)

<p>Information, Media and Technology Skills 9.1.D. Cross-Cultural Understanding and Interpersonal Communication</p> <p>Life and Career Skills 9.3.A Career Awareness</p>	
Stage 2: Evidence of Understanding	
<p>North Warren Cluster Benchmarks: (Do or Say) Students will be able to:</p> <ul style="list-style-type: none"> • Give various examples of how to prevent injuries • Determine safety guidelines that are related to a variety of situations. (fire safety, bus safety, bike safety, cyber safety, etc.) 	
<p>Assessment Methods:</p> <p>Formative: (On-going) Teacher observation, progress reports, performance tasks Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards</p>	
<p>Other Evidence: Student Self-Assessment Project Based Learning Interdisciplinary</p>	
Stage 3: Learning Plan	
Number of Days: 180	
In this unit consider how you will	
A	Engage Students: Work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles. Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
C	Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning. Give timely feedback on formative assessments and allow time for review. Provide time to work cooperatively with classmates.
D	<p>The following suggested learning experiences will help students explore the big ideas and essential questions:</p> <ul style="list-style-type: none"> • Discussion • Brainstorming • Worksheets • Role Play

	<ul style="list-style-type: none">• Guest Speakers• Assemblies• Games
E	Incorporating literature helps to support math concepts: <ul style="list-style-type: none">• <i>Weekly Reader</i>• <i>Scholastic News</i>
Resources: Board of Education adopted health series and supplemental materials, technology, and media.	

Stage 1: Desired Results	
Topic: Communication	
<i>Core Content Curriculum Number & Strands 2.2. Integrated Skills : All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</i>	
<ul style="list-style-type: none"> • 2.2.2.A 	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Express needs, wants, and feelings in health- and safety-related situations. 	<ul style="list-style-type: none"> • What are ways to stay healthy, strong, and safe?
Knowledge and Skills: (Focus of Instruction)	
Students will be able to:	
<ul style="list-style-type: none"> • Identify sources of health information • Express ideas and opinions about health issues • Explain when and how to use refusal skills • Demonstrating effective communication and listening skills 	
Learning Expectations/Objectives	
<p>Integration of 21st Century Theme(s) 21st Century Interdisciplinary Themes (into core subjects) 9.1.A. Critical Thinking & Problem Solving 9.1.C. Collaboration, Teamwork & Leadership Learning and Innovation Skills 9.1.B. Creativity and Innovation Information, Media and Technology Skills 9.1.D. Cross-Cultural Understanding and Interpersonal Communication Life and Career Skills 9.3.A Career Awareness</p>	<p>Integration of Digital Tools</p> <ul style="list-style-type: none"> • Smartboard/Mimio • Classroom computers • Technology lab • Digital/Video camera • Various websites <ul style="list-style-type: none"> ○ brainPopJr.com (P)
Stage 2: Evidence of Understanding	
North Warren Cluster Benchmarks: (Do or Say)	
Students will be able to:	
<ul style="list-style-type: none"> • Identify places where health information can be obtained • Explain the importance of communication skills • List the steps for communicating and listening 	
Assessment Methods:	
Formative: (On-going) Teacher observation, progress reports, performance tasks	
Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards	
Other Evidence:	

Student Self-Assessment
Project Based Learning
Interdisciplinary

Stage 3: Learning Plan

Number of Days: 180

In this unit consider how you will

A Engage Students: Work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.

B Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles. Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.

C Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning. Give timely feedback on formative assessments and allow time for review. Provide time to work cooperatively with classmates.

D The following suggested learning experiences will help students explore the big ideas and essential questions:

- Discussion
- Brainstorming
- Worksheets
- Role Play
- Guest Speakers
- Assemblies
- Games

E Incorporating literature helps to support math concepts:

- *Weekly Reader*
- *Scholastic News*

Resources: Board of Education adopted Health series and supplemental materials, technology, and media.

Stage 1: Desired Results	
Topic: Planning and Goal Setting/Decision Making	
<i>Core Content Curriculum Number & Strands 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</i>	
<ul style="list-style-type: none"> • 2.2.2.B 	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Explain what a decision is and why it is advantageous to think before acting. • Relate decision-making by self and others to one's health. • Determine ways parents, peers, technology, culture, and the media influence health decisions. • Select a personal health goal and explain why setting a goal is important. 	<ul style="list-style-type: none"> • What are ways to stay healthy, strong, and safe?
Knowledge and Skills: (Focus of Instruction)	
Students will be able to:	
<ul style="list-style-type: none"> • Explain the steps to making an effective health decision. • Understand how parents, peers, and the media influence health decisions 	
Learning Expectations/Objectives	
<p style="text-align: center;">Integration of 21st Century Theme(s)</p> <p>21st Century Interdisciplinary Themes (into core subjects)</p> <p>9.1.A. Critical Thinking & Problem Solving 9.1.C. Collaboration, Teamwork & Leadership</p> <p>Learning and Innovation Skills 9.1.B. Creativity and Innovation</p> <p>Information, Media and Technology Skills 9.1.D. Cross-Cultural Understanding and Interpersonal Communication</p> <p>Life and Career Skills 9.3.A Career Awareness</p>	<p style="text-align: center;">Integration of Digital Tools</p> <ul style="list-style-type: none"> • Smartboard/Mimio • Classroom computers • Technology lab • Digital/Video camera • Various websites <ul style="list-style-type: none"> ○ brainPopJr.com (P)
Stage 2: Evidence of Understanding	
North Warren Cluster Benchmarks: (Do or Say)	
Students will be able to:	
<ul style="list-style-type: none"> • Set age-appropriate health goals • 	
Assessment Methods:	
Formative: (On-going) Teacher observation, progress reports, performance tasks	

Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards	
Other Evidence: Student Self-Assessment Project Based Learning Interdisciplinary	
Stage 3: Learning Plan	
Number of Days: 180	
In this unit consider how you will	
A	Engage Students: Work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles. Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
C	Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning. Give timely feedback on formative assessments and allow time for review. Provide time to work cooperatively with classmates.
D	The following suggested learning experiences will help students explore the big ideas and essential questions: <ul style="list-style-type: none"> • Discussion • Brainstorming • Worksheets • Role Play • Guest Speakers • Assemblies • Games
E	Incorporating literature helps to support health concepts: <ul style="list-style-type: none"> • <i>Weekly Reader</i> • <i>Scholastic News</i>
Resources: Board of Education adopted Health series and supplemental materials, technology, and media.	

Stage 1: Desired Results	
Topic: Character Development	
<i>Core Content Curriculum Number & Strands 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</i>	
<ul style="list-style-type: none"> • 2.2.2.C 	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others. • Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities. 	<ul style="list-style-type: none"> • What are ways to stay healthy, strong, and safe?
Knowledge and Skills: (Focus of Instruction)	
Students will be able to:	
<ul style="list-style-type: none"> • Develop an age-appropriate wellness goal and explain why setting a goal is important 	
Learning Expectations/Objectives	
<p style="text-align: center;">Integration of 21st Century Theme(s)</p> <p>21st Century Interdisciplinary Themes (into core subjects)</p> <p>9.1.A. Critical Thinking & Problem Solving 9.1.C. Collaboration, Teamwork & Leadership</p> <p>Learning and Innovation Skills 9.1.B. Creativity and Innovation</p> <p>Information, Media and Technology Skills 9.1.D. Cross-Cultural Understanding and Interpersonal Communication</p> <p>Life and Career Skills 9.3.A Career Awareness</p>	<p style="text-align: center;">Integration of Digital Tools</p> <ul style="list-style-type: none"> • Smartboard/Mimio • Classroom computers • Technology lab • Digital/Video camera • Various websites <ul style="list-style-type: none"> ○ brainPopJr.com (P)
Stage 2: Evidence of Understanding	
North Warren Cluster Benchmarks: (Do or Say)	
Students will be able to:	
<ul style="list-style-type: none"> • List the traits of good character and explain why is it important to possess them. 	
Assessment Methods:	
Formative: (On-going) Teacher observation, progress reports, performance tasks	
Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards	

Other Evidence:

Student Self-Assessment
Project Based Learning
Interdisciplinary

Stage 3: Learning Plan**Number of Days: 180****In this unit consider how you will**

A	Engage Students: Work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles. Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
C	Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning. Give timely feedback on formative assessments and allow time for review. Provide time to work cooperatively with classmates.
D	The following suggested learning experiences will help students explore the big ideas and essential questions: <ul style="list-style-type: none">• Discussion• Brainstorming• Worksheets• Role Play• Guest Speakers• Assemblies• Games
E	Incorporating literature helps to support health concepts: <ul style="list-style-type: none">• <i>Weekly Reader</i>• <i>Scholastic News</i>

Resources: Board of Education adopted Health series and supplemental materials, technology, and media.

Stage 1: Desired Results	
Topic: Leadership, Advocacy and Service	
<i>Core Content Curriculum Number & Strands 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</i>	
<ul style="list-style-type: none"> • 2.2.2.D 	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Determine the benefits for oneself and others of participating in a class or school service activity. 	<ul style="list-style-type: none"> • What are ways to stay healthy, strong, and safe?
Knowledge and Skills: (Focus of Instruction)	
Students will be able to:	
<ul style="list-style-type: none"> • Participate in a class or school service activity and explain how volunteering enhances self-esteem (food drive, penny drive, recycling program, buddy program....) 	
Learning Expectations/Objectives	
<p>Integration of 21st Century Theme(s) 21st Century Interdisciplinary Themes <i>(into core subjects)</i> 9.1.A. Critical Thinking & Problem Solving 9.1.C. Collaboration, Teamwork & Leadership Learning and Innovation Skills 9.1.B. Creativity and Innovation Information, Media and Technology Skills 9.1.D. Cross-Cultural Understanding and Interpersonal Communication Life and Career Skills 9.3.A Career Awareness</p>	<p>Integration of Digital Tools</p> <ul style="list-style-type: none"> • Smartboard/Mimio • Classroom computers • Technology lab • Digital/Video camera • Various websites <ul style="list-style-type: none"> ○ brainPopJr.com (P)
Stage 2: Evidence of Understanding	
North Warren Cluster Benchmarks: (Do or Say)	
Students will be able to:	
<ul style="list-style-type: none"> • Participate in a class or school service activity 	
Assessment Methods:	
Formative: (On-going) Teacher observation, progress reports, performance tasks	
Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards	
Other Evidence:	
Student Self-Assessment	
Project Based Learning	

Interdisciplinary	
Stage 3: Learning Plan	
Number of Days: 180	
In this unit consider how you will	
A	Engage Students: Work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles. Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
C	Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning. Give timely feedback on formative assessments and allow time for review. Provide time to work cooperatively with classmates.
D	The following suggested learning experiences will help students explore the big ideas and essential questions: <ul style="list-style-type: none"> • Discussion • Brainstorming • Worksheets • Role Play • Guest Speakers • Assemblies • Games
E	Incorporating literature helps to support health concepts: <ul style="list-style-type: none"> • <i>Weekly Reader</i> • <i>Scholastic News</i>
Resources: Board of Education adopted Health series and supplemental materials, technology, and media.	

Stage 1: Desired Results	
Topic: Health Services and Careers	
<i>Core Content Curriculum Number & Strands 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</i>	
<ul style="list-style-type: none"> • 2.2.2.E.1 	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Determine where to access home, school, and community health professionals. 	<ul style="list-style-type: none"> • What are ways to stay healthy, strong, and safe?
Knowledge and Skills: (Focus of Instruction)	
Students will be able to:	
<ul style="list-style-type: none"> • Identify how community helpers and healthcare workers contribute to personal and community wellness. • Recognize how and when to seek help when feeling ill, scared, sad, lonely or bullied. 	
Learning Expectations/Objectives	
<p>Integration of 21st Century Theme(s) 21st Century Interdisciplinary Themes (into core subjects) 9.1.A. Critical Thinking & Problem Solving 9.1.C. Collaboration, Teamwork & Leadership Learning and Innovation Skills 9.1.B. Creativity and Innovation Information, Media and Technology Skills 9.1.D. Cross-Cultural Understanding and Interpersonal Communication Life and Career Skills 9.3.A Career Awareness</p>	<p>Integration of Digital Tools</p> <ul style="list-style-type: none"> • Smartboard/Mimio • Classroom computers • Technology lab • Digital/Video camera • Various websites <ul style="list-style-type: none"> ○ brainPopJr.com (P)
Stage 2: Evidence of Understanding	
North Warren Cluster Benchmarks: (Do or Say)	
Students will be able to:	
<ul style="list-style-type: none"> • Explain how various healthcare workers contribute to the wellness of individuals and the community 	
Assessment Methods:	
Formative: (On-going) Teacher observation, progress reports, performance tasks	
Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards	
Other Evidence:	
Student Self-Assessment	

Project Based Learning Interdisciplinary	
Stage 3: Learning Plan	
Number of Days: 180	
In this unit consider how you will	
A	Engage Students: Work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles. Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
C	Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning. Give timely feedback on formative assessments and allow time for review. Provide time to work cooperatively with classmates.
D	The following suggested learning experiences will help students explore the big ideas and essential questions: <ul style="list-style-type: none"> • Discussion • Brainstorming • Worksheets • Role Play • Guest Speakers • Assemblies • Games
E	Incorporating literature helps to support health concepts: <ul style="list-style-type: none"> • <i>Weekly Reader</i> • <i>Scholastic News</i>
Resources: Board of Education adopted Health series and supplemental materials, technology, and media.	

Stage 1: Desired Results	
Topic: Medicines	
<p>Core Content Curriculum Number & Strands 2.3 Drugs & Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</p> <ul style="list-style-type: none"> • 2.3.2.A 	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Explain what medicines are and when some types of medicines are used. • Explain why medicines should be administered as directed 	<ul style="list-style-type: none"> • How are medicines helpful and harmful?
<p>Knowledge and Skills: (Focus of Instruction) Students will be able to:</p> <ul style="list-style-type: none"> • Understand that medicines can be helpful or harmful (K) • Recognize that when medicines are used correctly, they can keep people healthy (K) • Identify basic rules to follow when taking medicines (1) • Identify different kinds of medicine (2) 	
Learning Expectations/Objectives	
<p>Integration of 21st Century Theme(s) 21st Century Interdisciplinary Themes (into core subjects) 9.1.A. Critical Thinking & Problem Solving 9.1.C. Collaboration, Teamwork & Leadership Learning and Innovation Skills 9.1.B. Creativity and Innovation Information, Media and Technology Skills 9.1.D. Cross-Cultural Understanding and Interpersonal Communication Life and Career Skills 9.3.A Career Awareness</p>	<p>Integration of Digital Tools</p> <ul style="list-style-type: none"> • Smartboard/Mimio • Classroom computers • Technology lab • Digital/Video camera • Various websites <ul style="list-style-type: none"> ○ brainPopJr.com
Stage 2: Evidence of Understanding	
<p>North Warren Cluster Benchmarks: (Do or Say) Students will be able to:</p> <ul style="list-style-type: none"> • List safety rules related to medicine use • Compare and contrast different types of medicine 	
<p>Assessment Methods:</p> <p>Formative: (On-going) Teacher observation, progress reports, performance tasks</p>	

Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards	
Other Evidence: Student Self-Assessment Project Based Learning Interdisciplinary	
Stage 3: Learning Plan	
Number of Days: 180	
In this unit consider how you will	
A	Engage Students: Work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles. Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
C	Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning. Give timely feedback on formative assessments and allow time for review. Provide time to work cooperatively with classmates.
D	The following suggested learning experiences will help students explore the big ideas and essential questions: <ul style="list-style-type: none"> • Discussion • Brainstorming • Worksheets • Role Play • Guest Speakers • Assemblies • Games
E	Incorporating literature helps to support health concepts: <ul style="list-style-type: none"> • <i>Weekly Reader</i> • <i>Scholastic News</i>
Resources: Board of Education adopted Health series and supplemental materials, technology, and media.	

Stage 1: Desired Results	
Topic: Alcohol, Tobacco and Other Drugs	
<p><i>Core Content Curriculum Number & Strands 2.3Drugs & Medicines:</i> All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</p> <ul style="list-style-type: none"> • 2.3.2.B 	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Identify ways that drugs can be abused. • Explain effects of tobacco use on personal hygiene, health, and safety. • Explain why tobacco smoke is harmful to nonsmokers. • Identify products that contain alcohol • List substances that should never be inhaled and explain why. 	<ul style="list-style-type: none"> • Why are alcohol, tobacco and some other drugs bad for you?
<p>Knowledge and Skills: (Focus of Instruction) Students will be able to:</p> <ul style="list-style-type: none"> • Identify substances that should never be consumed or inhaled such as drug look-alikes, glue, poison, and cleaning fluids (K-2) • Recognize that tobacco use contributes to lung disease (1, 2) • Recognize that tobacco smoke impacts the environment and the health of non-smokers(1, 2) • Understand that alcohol use contributes to injuries such as falls and motor vehicle accidents. (1, 2) • Define drug and give examples of harmful and/or illegal drugs (2) 	
Learning Expectations/Objectives	
<p>Integration of 21st Century Theme(s) 21st Century Interdisciplinary Themes <i>(into core subjects)</i> 9.1.A. Critical Thinking & Problem Solving 9.1.C. Collaboration, Teamwork & Leadership Learning and Innovation Skills 9.1.B. Creativity and Innovation Information, Media and Technology Skills 9.1.D. Cross-Cultural Understanding and Interpersonal Communication Life and Career Skills 9.3.A Career Awareness</p>	<p>Integration of Digital Tools</p> <ul style="list-style-type: none"> • Smartboard/Mimio • Classroom computers • Technology lab • Digital/Video camera • Various websites <ul style="list-style-type: none"> ○ brainPopJr.com

Stage 2: Evidence of Understanding

North Warren Cluster Benchmarks: (Do or Say)

Students will be able to:

- Give examples of how alcohol leads to health problems and accidents
- Give examples of how tobacco leads to health problems.
- Give examples of other harmful and/or illegal drugs

Assessment Methods:

Formative: (On-going) Teacher observation, progress reports, performance tasks

Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards

Other Evidence:

Student Self-Assessment

Project Based Learning

Interdisciplinary

Stage 3: Learning Plan

Number of Days: 180

In this unit consider how you will

A	Engage Students: Work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles. Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
C	Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning. Give timely feedback on formative assessments and allow time for review. Provide time to work cooperatively with classmates.
D	The following suggested learning experiences will help students explore the big ideas and essential questions: <ul style="list-style-type: none">• Discussion• Brainstorming• Worksheets• Role Play• Guest Speakers• Assemblies• Games

E	Incorporating literature helps to support health concepts: <ul style="list-style-type: none">• <i>Weekly Reader</i>• <i>Scholastic News</i>
Resources: Board of Education adopted Health series and supplemental materials, technology, and media.	

Stage 1: Desired Results	
Topic: Dependency/Addition and Treatment	
<p><i>Core Content Curriculum Number & Strands 2.3</i> Drugs & Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</p> <ul style="list-style-type: none"> • 2.3.2.C 	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs. • Explain that people who abuse alcohol, tobacco, and other drugs can get help 	<ul style="list-style-type: none"> • Why are alcohol, tobacco and some other drugs bad for you?
<p>Knowledge and Skills: (Focus of Instruction) Students will be able to:</p> <ul style="list-style-type: none"> • Understand that some people cannot control their use of alcohol, tobacco, and other drugs. (1, 2) • Understand that people who abuse alcohol, tobacco and other drugs can get help. (1, 2) 	
Learning Expectations/Objectives	
<p>Integration of 21st Century Theme(s) 21st Century Interdisciplinary Themes (into core subjects) 9.1.A. Critical Thinking & Problem Solving 9.1.C. Collaboration, Teamwork & Leadership Learning and Innovation Skills 9.1.B. Creativity and Innovation Information, Media and Technology Skills 9.1.D. Cross-Cultural Understanding and Interpersonal Communication Life and Career Skills 9.3.A Career Awareness</p>	<p>Integration of Digital Tools</p> <ul style="list-style-type: none"> • Smartboard/Mimio • Classroom computers • Technology lab • Digital/Video camera • Various websites <ul style="list-style-type: none"> ○ brainPopJr.com
Stage 2: Evidence of Understanding	
<p>North Warren Cluster Benchmarks: (Do or Say) Students will be able to:</p> <ul style="list-style-type: none"> • Understand that people can develop a dependence on alcohol, tobacco and other harmful drugs • Explain that people who abuse alcohol, tobacco, and other drugs can obtain help 	

Assessment Methods:	
Formative: (On-going) Teacher observation, progress reports, performance tasks	
Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards	
Other Evidence:	
Student Self-Assessment	
Project Based Learning	
Interdisciplinary	
Stage 3: Learning Plan	
Number of Days: 180	
In this unit consider how you will	
A	Engage Students: Work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles. Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
C	Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning. Give timely feedback on formative assessments and allow time for review. Provide time to work cooperatively with classmates.
D	The following suggested learning experiences will help students explore the big ideas and essential questions: <ul style="list-style-type: none"> • Discussion • Brainstorming • Worksheets • Role Play • Guest Speakers • Assemblies • Games
E	Incorporating literature helps to support health concepts: <ul style="list-style-type: none"> • <i>Weekly Reader</i> • <i>Scholastic News</i>
Resources: Board of Education adopted Health series and supplemental materials, technology, and media.	

Stage 1: Desired Results

Topic: Relationships

Core Content Curriculum Number & Strands 2.4.Human Relationships & 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.

- **2.4.2.A**

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Compare and contrast different kinds of families locally and globally. • Distinguish the roles and responsibilities of different family members. • Determine the factors that contribute to healthy relationships 	<ul style="list-style-type: none"> • How are families the same as one another? • How are families different from one another? • What is a friend?

Knowledge and Skills: (Focus of Instruction)
 Students will be able to:

- Identify different kinds of families (K-2)
- Understand that families may differ for many reasons(K-2)
- Recognize that all family members have certain rights and responsibilities that contribute to the successful functioning of the family. (K-2)
- Define friendship and understand that friends are important throughout life.(K-2)

Learning Expectations/Objectives

Integration of 21 st Century Theme(s)	Integration of Digital Tools
<p>21st Century Interdisciplinary Themes (into core subjects) 9.1.A. Critical Thinking & Problem Solving 9.1.C. Collaboration, Teamwork & Leadership Learning and Innovation Skills 9.1.B. Creativity and Innovation Information, Media and Technology Skills 9.1.D. Cross-Cultural Understanding and Interpersonal Communication Life and Career Skills 9.3.A Career Awareness</p>	<ul style="list-style-type: none"> • Smartboard/Mimio • Classroom computers • Technology lab • Digital/Video camera • Various websites <ul style="list-style-type: none"> ○ brainPopJr.com (P)

Stage 2: Evidence of Understanding

North Warren Cluster Benchmarks: (Do or Say)
 Students will be able to:

- Demonstrate an understanding that families have different types and structures

- Identify the responsibilities that each family member may have

Assessment Methods:

Formative: (On-going) Teacher observation, progress reports, performance tasks

Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards

Other Evidence:

Student Self-Assessment

Project Based Learning

Interdisciplinary

Stage 3: Learning Plan

Number of Days: 180

In this unit consider how you will

A Engage Students: Work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.

B Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles. Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.

C Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning. Give timely feedback on formative assessments and allow time for review. Provide time to work cooperatively with classmates.

D The following suggested learning experiences will help students explore the big ideas and essential questions:

- Discussion
- Brainstorming
- Worksheets
- Role Play
- Guest Speakers
- Assemblies
- Games

E Incorporating literature helps to support health concepts:

- *Weekly Reader*
- *Scholastic News*

Resources: Board of Education adopted Health series and supplemental materials, technology, and media.

Stage 1: Desired Results	
Topic: Sexuality	
<p><i>Core Content Curriculum Number & Strands 2.4 Human Relationships & Sexuality:</i> 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.</p> <ul style="list-style-type: none"> • 2.4.2.B 	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Compare and contrast the physical differences and similarities of the genders. 	<ul style="list-style-type: none"> • How are boys and girls different and the same?
<p>Knowledge and Skills: (Focus of Instruction) Students will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast the physical differences and similarities of the genders. (K-2) • Identify appropriate ways for children to show affection and caring.(K-2) 	
Learning Expectations/Objectives	
<p>Integration of 21st Century Theme(s) 21st Century Interdisciplinary Themes (into core subjects) 9.1.A. Critical Thinking & Problem Solving 9.1.C. Collaboration, Teamwork & Leadership Learning and Innovation Skills 9.1.B. Creativity and Innovation Information, Media and Technology Skills 9.1.D. Cross-Cultural Understanding and Interpersonal Communication Life and Career Skills 9.3.A Career Awareness</p>	<p>Integration of Digital Tools</p> <ul style="list-style-type: none"> • Smartboard/Mimio • Classroom computers • Technology lab • Digital/Video camera • Various websites <ul style="list-style-type: none"> ○ brainPopJr.com (P)
Stage 2: Evidence of Understanding	
<p>North Warren Cluster Benchmarks: (Do or Say) Students will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast the physical differences and similarities of the genders. (K-2) 	
<p>Assessment Methods:</p> <p>Formative: (On-going) Teacher observation, progress reports, performance tasks Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards</p>	

Other Evidence:

Student Self-Assessment
Project Based Learning
Interdisciplinary

Stage 3: Learning Plan**Number of Days: 180****In this unit consider how you will**

- | | |
|----------|--|
| A | Engage Students: Work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature. |
| B | Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles. Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students. |
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| D | The following suggested learning experiences will help students explore the big ideas and essential questions: <ul style="list-style-type: none">• Discussion• Brainstorming• Worksheets• Role Play• Guest Speakers• Assemblies• Games |
| E | Incorporating literature helps to support health concepts: <ul style="list-style-type: none">• <i>Weekly Reader</i>• <i>Scholastic News</i> |

Resources: Board of Education adopted Health series and supplemental materials, technology, and media.

Stage 1: Desired Results	
Topic: Pregnancy and Parenting	
<p><i>Core Content Curriculum Number & Strands 2.4</i> Human Relationships & 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.</p> <ul style="list-style-type: none"> • 2.4.2.C 	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Explain the factors that contribute to a mother having a healthy baby. 	<ul style="list-style-type: none"> • How do mothers have healthy babies?
<p>Knowledge and Skills: (Focus of Instruction) Students will be able to:</p> <ul style="list-style-type: none"> • Explain the factors that contribute to a mother having a healthy baby. (K-2) 	
Learning Expectations/Objectives	
<p>Integration of 21st Century Theme(s) 21st Century Interdisciplinary Themes (into core subjects) 9.1.A. Critical Thinking & Problem Solving 9.1.C. Collaboration, Teamwork & Leadership Learning and Innovation Skills 9.1.B. Creativity and Innovation Information, Media and Technology Skills 9.1.D. Cross-Cultural Understanding and Interpersonal Communication Life and Career Skills 9.3.A Career Awareness</p>	<p>Integration of Digital Tools</p> <ul style="list-style-type: none"> • Smartboard/Mimio • Classroom computers • Technology lab • Digital/Video camera • Various websites <ul style="list-style-type: none"> ○ brainPopJr.com
Stage 2: Evidence of Understanding	
<p>North Warren Cluster Benchmarks: (Do or Say) Students will be able to:</p> <ul style="list-style-type: none"> • Explain the factors that contribute to a mother having a healthy baby. (K-2) 	
<p>Assessment Methods:</p> <p>Formative: (On-going) Teacher observation, progress reports, performance tasks Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards</p>	
<p>Other Evidence: Student Self-Assessment</p>	

Project Based Learning Interdisciplinary	
Stage 3: Learning Plan	
Number of Days: 180	
In this unit consider how you will	
A	Engage Students: Work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles. Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
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E	Incorporating literature helps to support health concepts: <ul style="list-style-type: none"> • <i>Weekly Reader</i> • <i>Scholastic News</i>
Resources: Board of Education adopted Health series and supplemental materials, technology, and media.	

HEALTH/PHYSICAL EDUCATION

HEALTH CURRICULUM

3 - 6

**North Warren Cluster
Health
UBD Curriculum Template
Grade 3-6**

Stage 1: Desired Results	
Topic: Growth and Development	
<p><i>Core Content Curriculum Number & Strands 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> • 2.1.4.A • 2.1.6.A 	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact. • Determine the relationship of personal health practices and behaviors on an individual's body systems. • Explain how health data can be used to assess and improve each dimension of personal wellness. • Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage • Determine factors that influence the purchase of healthcare products and use of personal hygiene practices 	<ul style="list-style-type: none"> • How do your choices help you stay healthy, strong and safe? • What skills are needed to stay active, healthy and safe?
<p>Knowledge and Skills: (Focus of Instruction) Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate and demonstrate personal hygiene practices that support wellness.(3) • Identify factors that contribute to healthy physical, social, emotional and intellectual growth and uniqueness(3, 4) • Describe each human life stages and the physical changes that occur at each stage (4, 6) • Identify the structure and function of the following body systems: muscular, skeletal, cardiovascular, respiratory and digestive (3, 5) • Identify the structure and function of the following body systems: reproductive, endocrine, urinary, nervous, integumentary (skin) (4, 6) • Recognize the impact of health choices and behaviors on wellness (3,4). • Recognize the importance of wearing weather-appropriate clothing, wearing appropriate 	

- footwear, and wearing appropriate attire and gear for sports (3, 4, 5)
- Recognize the physical, social, and emotional dimensions of wellness (4)
- Describe the appropriate use of healthcare and hygiene products (5)
- Understand how health knowledge, health choices, self-control, resistance, and self-management skills influence wellness (5, 6)
- Understand the physical, social, emotional, and intellectual dimensions of wellness (6)
- Explain that body systems must work together to ensure wellness (5-6)
- Be aware that health data (blood pressure, body composition, cholesterol...) can be used to assess and improve wellness(6)

Learning Expectations/Objectives

Integration of 21st Century Theme(s)	Integration of Digital Tools
<p>21st Century Interdisciplinary Themes (into core subjects)</p> <p>9.1.A. Critical Thinking & Problem Solving</p> <p>9.1.C. Collaboration, Teamwork & Leadership</p> <p>Learning and Innovation Skills</p> <p>9.1.B. Creativity and Innovation</p> <p>Information, Media and Technology Skills</p> <p>9.1.D. Cross-Cultural Understanding and Interpersonal Communication</p> <p>Life and Career Skills</p> <p>9.3.A Career Awareness</p>	<ul style="list-style-type: none"> • Smartboard/Mimio • Classroom computers • Technology lab • Digital/Video camera • Various websites <ul style="list-style-type: none"> ○ brainPopJr.com

Stage 2: Evidence of Understanding

North Warren Cluster Benchmarks: (Do or Say)
Students will be able to:

- Define “wellness”
- Give examples of practices that lead to wellness
- Identify body parts and systems using the correct terminology
- Describe how the systems of the body work together to lead to overall wellness

Assessment Methods:

Formative: (On-going) Teacher observation, progress reports, performance tasks
Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards

Other Evidence:

Student Self-Assessment
 Project Based Learning
 Interdisciplinary

Stage 3: Learning Plan	
Number of Days: 180	
In this unit consider how you will	
A	Engage Students: Work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles. Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
C	Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning. Give timely feedback on formative assessments and allow time for review. Provide time to work cooperatively with classmates.
D	The following suggested learning experiences will help students explore the big ideas and essential questions:
E	Incorporating literature helps to support health concepts:
Resources: Board of Education adopted Health series and supplemental materials, technology, and media.	

Stage 1: Desired Results

Topic: Nutrition

Core Content Curriculum Number & Strands 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

- **2.1.4.B**
- **2.1.6.B**

Enduring Understandings

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

Essential Questions

- How do your choices help you stay healthy, strong and safe?
- What skills are needed to stay active, healthy and safe?

Knowledge and Skills: (Focus of Instruction)

Students will be able to:

- Differentiate between healthy and unhealthy eating patterns. (3)
- Recognize how healthy eating provides energy, helps to maintain healthy weight, lowers risk of diseases and keeps body systems working. (3)
- Classify food by food group, food source, nutritional content, and nutritional value (4)
- Interpret food product labels.(4)
- Identify factors that influence food choices (5)
- Compare food choices based on: nutrient content and value, cost and calories (5)
- Create a healthy meal plan (5)
- Analyze nutrition information on food packages and labels (5)
- Understand the short and long-term benefits and risks associated with nutritional choices(5)

Learning Expectations/Objectives	
<p>Integration of 21st Century Theme(s) 21st Century Interdisciplinary Themes (into core subjects) 9.1.A. Critical Thinking & Problem Solving 9.1.C. Collaboration, Teamwork & Leadership Learning and Innovation Skills 9.1.B. Creativity and Innovation Information, Media and Technology Skills 9.1.D. Cross-Cultural Understanding and Interpersonal Communication Life and Career Skills 9.3.A Career Awareness</p>	<p>Integration of Digital Tools</p> <ul style="list-style-type: none"> • Smartboard/Mimio • Classroom computers • Technology lab • Digital/Video camera • Various websites <ul style="list-style-type: none"> ○ brainPopJr.com
Stage 2: Evidence of Understanding	
<p>North Warren Cluster Benchmarks: (Do or Say) Students will be able to:</p> <ul style="list-style-type: none"> • Classify foods by food groups • Demonstrate an understanding of why some foods are better for your than others • Use MyPlate to plan a meal with foods from each food group • Explain what types of information is found on food labels and why it is important to read food labels. 	
<p>Assessment Methods:</p> <p>Formative: (On-going) Teacher observation, progress reports, performance tasks Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards</p>	
<p>Other Evidence: Student Self-Assessment Project Based Learning Interdisciplinary</p>	
Stage 3: Learning Plan	
Number of Days: 180	
In this unit consider how you will	
A	Engage Students: Work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles. Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.

C	Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning. Give timely feedback on formative assessments and allow time for review. Provide time to work cooperatively with classmates.
D	The following suggested learning experiences will help students explore the big ideas and essential questions:
E	Incorporating literature helps to support math concepts:
Resources: Board of Education adopted Health series and supplemental materials, technology, and media.	

Stage 1: Desired Results	
Topic: Diseases and Health Conditions	
<p>Core Content Curriculum Number & Strands 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <ul style="list-style-type: none"> • 2.1.4.C • 2.1.6.C 	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Explain how most diseases and health conditions are preventable. • Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions. • Explain how mental health impacts one's wellness • Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents • Determine the impact of public health strategies in preventing diseases and health conditions. • Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them. 	<ul style="list-style-type: none"> • How do your choices help you stay healthy, strong and safe? • What skills are needed to stay active, healthy and safe?
<p>Knowledge and Skills: (Focus of Instruction)</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand the importance of the early detection of diseases and health conditions. (3) • Investigate ways to treat common childhood diseases and health conditions (3) • Explain that some diseases and health conditions are preventable and some are not. (3) • Describe the signs and symptoms of diseases and health conditions common in children (3) • Identify ways to prevent diseases and health conditions (universal precautions, sanitation and waste disposal, proper food handling and storage, environmental controls....) (4) • Differentiate between myths and facts concerning mental illness (4) • Compare and contrast methods used to diagnose and treat diseases and health conditions (6) • Differentiate among the following diseases and health conditions: communicable and non-communicable, acute, chronic and inherited (6) • Understand ways to prevent and treat the following adolescent diseases and health conditions: asthma, obesity, diabetes, Lyme disease, STIs, and HIV/AIDS (6) • Understand how the use of public health strategies can prevent diseases and health 	

conditions (6) <ul style="list-style-type: none"> • Compare and contrast forms of mental illness (phobias, anxiety and panic disorders and depression) (6) 	
Learning Expectations/Objectives	
<p>Integration of 21st Century Theme(s) 21st Century Interdisciplinary Themes (into core subjects) 9.1.A. Critical Thinking & Problem Solving 9.1.C. Collaboration, Teamwork & Leadership Learning and Innovation Skills 9.1.B. Creativity and Innovation Information, Media and Technology Skills 9.1.D. Cross-Cultural Understanding and Interpersonal Communication Life and Career Skills 9.3.A Career Awareness</p>	<p>Integration of Digital Tools</p> <ul style="list-style-type: none"> • Smartboard/Mimio • Classroom computers • Technology lab • Digital/Video camera • Various websites <ul style="list-style-type: none"> ○ brainPopJr.com
Stage 2: Evidence of Understanding	
<p>North Warren Cluster Benchmarks: (Do or Say) Students will be able to:</p> <ul style="list-style-type: none"> • Determine healthful practices for preventing the spread of disease • List common diseases and health conditions • List common symptoms of diseases and health conditions 	
<p>Assessment Methods:</p> <p>Formative: (On-going) Teacher observation, progress reports, performance tasks Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards</p>	
<p>Other Evidence: Student Self-Assessment Project Based Learning Interdisciplinary</p>	
Stage 3: Learning Plan	
Number of Days: 180	
In this unit consider how you will	
A	Engage Students: Work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide evidence of differentiated instruction: Provide written, visual, auditory, and

	hands on manipulatives/activities to meet all learning styles. Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
C	Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning. Give timely feedback on formative assessments and allow time for review. Provide time to work cooperatively with classmates.
E	Incorporating literature helps to support health concepts: <i>Scholastic News</i> <i>Weekly Reader</i>
Resources: Board of Education adopted Health series and supplemental materials, technology, and media.	

Stage 1: Desired Results

Topic: Safety

Core Content Curriculum Number & Strands 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

- **2.1.4.D**
- **2.1.6.D**

Enduring Understandings

- 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).
- Summarize the various forms of abuse and ways to get help.
- Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation
- Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.
- Summarize the common causes of [intentional and unintentional injuries](#) in adolescents and related prevention strategies.
- Explain what to do if abuse is suspected or occurs
- Summarize the components of the [traffic safety system](#) and explain how people contribute to making the system effective.
- Assess when to use basic first-aid procedures

Essential Questions

- How do your choices help you stay healthy, strong and safe?
- What skills are needed to stay active, healthy and safe?

Knowledge and Skills: (Focus of Instruction)

Students will be able to:

- Describe characteristics of safe and unsafe situations; develop strategies to reduce the risk of injuries at home, school, and in the community (3)
- Describe characteristics of strangers, acquaintances and trusted adults; identify safe and appropriate ways to deal with each (3)
- Describe and demonstrate simple first aid procedures (assessment of choking and breathing, control of bleeding, care of minor wounds and burns...) (4)
- Compare and contrast intentional and unintentional injuries to self and others(5)

- Analyze the short and long term impacts of injuries on individuals and families: develop strategies to reduce the incidence of such injuries. (5)
- Demonstrate basic first aid procedures (victim and situation assessment, care of choking, minor cuts, sprains and bleeding.) (5)
- Identify the physical, social and emotional impacts of all forms of abuse. (5)
- Understand what to do if any form of abuse is suspected or occurs (5)

Learning Expectations/Objectives

Integration of 21st Century Theme(s)	Integration of Digital Tools
<p>21st Century Interdisciplinary Themes (into core subjects)</p> <p>9.1.A. Critical Thinking & Problem Solving 9.1.C. Collaboration, Teamwork & Leadership</p> <p>Learning and Innovation Skills 9.1.B. Creativity and Innovation</p> <p>Information, Media and Technology Skills 9.1.D. Cross-Cultural Understanding and Interpersonal Communication</p> <p>Life and Career Skills 9.3.A Career Awareness</p>	<ul style="list-style-type: none"> • Smartboard/Mimio • Classroom computers • Technology lab • Digital/Video camera • Various websites <ul style="list-style-type: none"> ○ brainPopJr.com (P)

Stage 2: Evidence of Understanding

North Warren Cluster Benchmarks: (Do or Say)
Students will be able to:

- Give various examples of how to prevent injuries
- Determine safety guidelines that are related to a variety of situations. (fire safety, bus safety, bike safety, cyber safety, etc.)

Assessment Methods:

Formative: (On-going) Teacher observation, progress reports, performance tasks
Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards

Other Evidence:
 Student Self-Assessment
 Project Based Learning
 Interdisciplinary

Stage 3: Learning Plan

Number of Days: 180

In this unit consider how you will

A	Engage Students: Work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
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B	Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles. Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
C	Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning. Give timely feedback on formative assessments and allow time for review. Provide time to work cooperatively with classmates.
D	Incorporating literature helps to support health concepts: <i>Scholastic News</i> <i>Weekly Reader</i>
Resources: Board of Education adopted Health series and supplemental materials, technology, and media.	

Stage 1: Desired Results	
Topic: Social and Emotional Health	
<i>Core Content Curriculum Number & Strands 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</i>	
<ul style="list-style-type: none"> • 2.1.4.E • 2.1.6.E 	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Compare and contrast how individuals and families attempt to address basic human needs. • Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts. • Determine ways to cope with rejection, loss, and separation. • Summarize the causes of stress and explain ways to deal with stressful situations. • Examine how personal assets and protective factors support healthy social and emotional development. • Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying. 	<ul style="list-style-type: none"> • How do your choices help you stay healthy, strong and safe? • What skills are needed to stay active, healthy and safe?
Knowledge and Skills: (Focus of Instruction)	
Students will be able to:	
<ul style="list-style-type: none"> • Describe basic human needs and how individuals and families attempt to meet those needs. (3) • Identify how culture, peer, and the media impact the ways individuals communicate and express emotions. (3) • Recognize emotions can affect communication, choices and behaviors (3) • Distinguish among conflict, violence, vandalism, harassment and bullying identify factors that contribute to each.(4) 	
Learning Expectations/Objectives	
<p style="text-align: center;">Integration of 21st Century Theme(s)</p> <p>21st Century Interdisciplinary Themes (into core subjects)</p> <p>9.1.A. Critical Thinking & Problem Solving 9.1.C. Collaboration, Teamwork & Leadership</p> <p>Learning and Innovation Skills 9.1.B. Creativity and Innovation</p> <p>Information, Media and Technology</p>	<p style="text-align: center;">Integration of Digital Tools</p> <ul style="list-style-type: none"> • Smartboard/Mimio • Classroom computers • Technology lab • Digital/Video camera • Various websites <ul style="list-style-type: none"> ○ brainPopJr.com

Skills 9.1.D. Cross-Cultural Understanding and Interpersonal Communication Life and Career Skills 9.3.A Career Awareness	
Stage 2: Evidence of Understanding	
North Warren Cluster Benchmarks: (Do or Say) Students will be able to: <ul style="list-style-type: none"> • Identify common emotions • List basic human needs • Explain steps for resolving conflicts 	
Assessment Methods: Formative: (On-going) Teacher observation, progress reports, performance tasks Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards	
Other Evidence: Student Self-Assessment Project Based Learning Interdisciplinary	
Stage 3: Learning Plan	
Number of Days: 180	
In this unit consider how you will	
A	Engage Students: Work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles. Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
C	Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning. Give timely feedback on formative assessments and allow time for review. Provide time to work cooperatively with classmates.
D	Incorporating literature helps to support health concepts: <i>Scholastic News</i> <i>Weekly Reader</i>
Resources: Board of Education adopted Health series and supplemental materials, technology, and media.	

Stage 1: Desired Results

Topic: Communication

Core Content Curriculum Number & Strands 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

- 2.2.4.A
- 2.2.6.A

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Demonstrate effective interpersonal communication in health- and safety-related situations. • Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others. • Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others. • Demonstrate use of refusal, negotiation, and assertiveness skills in different situations. 	<ul style="list-style-type: none"> • How do your choices help you will develop and use personal and interpersonal skills to support a healthy, active lifestyle. • What skills are needed to stay active, healthy and safe?

Knowledge and Skills: (Focus of Instruction)
 Students will be able to:

- Present health information orally and in writing to peers
- Describe and demonstrate the effective use of communication skills including refusal, negotiation and assertiveness
- Identify and employ ways to improve listening skills
- Explain how to identify a health problem

Learning Expectations/Objectives

Integration of 21st Century Theme(s)	Integration of Digital Tools
<p>21st Century Interdisciplinary Themes (into core subjects)</p> <p>9.1.A. Critical Thinking & Problem Solving</p> <p>9.1.C. Collaboration, Teamwork & Leadership</p> <p>Learning and Innovation Skills</p> <p>9.1.B. Creativity and Innovation</p> <p>Information, Media and Technology Skills</p> <p>9.1.D. Cross-Cultural Understanding and</p>	<ul style="list-style-type: none"> • Smartboard/Mimio • Classroom computers • Technology lab • Digital/Video camera • Various websites <ul style="list-style-type: none"> ○ BrainPop.com

Interpersonal Communication Life and Career Skills 9.3.A Career Awareness	
Stage 2: Evidence of Understanding	
North Warren Cluster Benchmarks: (Do or Say) Students will be able to: <ul style="list-style-type: none"> • Identify ways to communicate effectively in a variety of situations • Explain how emotions affect health • Explain steps for resolving conflicts 	
Assessment Methods: Formative: (On-going) Teacher observation, progress reports, performance tasks Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards	
Other Evidence: Student Self-Assessment Project Based Learning Interdisciplinary	
Stage 3: Learning Plan	
Number of Days: 180	
In this unit consider how you will	
A	Engage Students: Work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles. Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
C	Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning. Give timely feedback on formative assessments and allow time for review. Provide time to work cooperatively with classmates.
D	Incorporating literature helps to support health concepts: <i>Scholastic News</i> <i>Weekly Reader</i>
Resources: Board of Education adopted Health series and supplemental materials, technology, and media.	

Stage 1: Desired Results	
Topic: Decision Making/Planning and Goal Setting	
<p><i>Core Content Curriculum Number & Strands-</i> 2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <ul style="list-style-type: none"> • 2.2.4.B.1 • 2.2.4.B.2 • 2.2.4.B.3 • 2.2.4.B.4 • 2.2.6.B.1 • 2.2.6.B.2 • 2.2.6.B.3 • 2.2.6.B.4 	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Planning and goal setting is essential for a healthy, active and safe lifestyle. 	<ul style="list-style-type: none"> • How do your choices help you will develop and use personal and interpersonal skills to support a healthy, active lifestyle. • What skills are needed to stay active, healthy and safe?
<p>Knowledge and Skills: (Focus of Instruction) Students will be able to:</p> <ul style="list-style-type: none"> • Outline the steps to making an effective decision (3-6) • Recognize how parents, peers and the media influence health decisions and behaviors (3-6) • Describe situations that might require decisions about health and safety • Develop an age appropriate health goal and track its progress (3-6) • Describe ways to support the achievement of health goals (3-6) 	
Learning Expectations/Objectives	
<p>Integration of 21st Century Theme(s) 21st Century Interdisciplinary Themes (into core subjects) 9.1.A. Critical Thinking & Problem Solving 9.1.C. Collaboration, Teamwork & Leadership Learning and Innovation Skills 9.1.B. Creativity and Innovation Information, Media and Technology Skills 9.1.D. Cross-Cultural Understanding and Interpersonal Communication Life and Career Skills</p>	<p style="text-align: center;">Integration of Digital Tools</p> <ul style="list-style-type: none"> • Smartboard/Mimio • Classroom computers • Technology lab • Digital/Video camera • Various websites <ul style="list-style-type: none"> ○ brainPopJr.com (P)

9.3.A Career Awareness	
Stage 2: Evidence of Understanding	
North Warren Cluster Benchmarks: (Do or Say)	
Students will be able to:	
<ul style="list-style-type: none"> • Use the decision-making process when addressing health-related issues • Differentiate between situations when a health-related decision should be made independently or with the help of others. • Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors. • Develop a personal health goal and track progress. 	
Assessment Methods:	
Formative: (On-going) Teacher observation, progress reports, performance tasks	
Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards	
Other Evidence:	
Student Self-Assessment	
Project Based Learning	
Interdisciplinary	
Stage 3: Learning Plan	
Number of Days: 180	
In this unit consider how you will	
A	Engage Students: Work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles. Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
C	Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning. Give timely feedback on formative assessments and allow time for review. Provide time to work cooperatively with classmates.
D	Incorporating literature helps to support health concepts: <i>Scholastic News</i> <i>Weekly Reader</i>
Resources: Board of Education adopted Health series and supplemental materials, technology, and media.	

Stage 1: Desired Results	
Topic: Character Development	
<p><i>Core Content Curriculum Number & Strands</i> 2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <ul style="list-style-type: none"> • 2.2.4.C.1 • 2.2.4.C.2 • 2.2.4.C.3 • 2.2.6.C.1 • 2.2.6.C.2 • 2.2.6.C.3 	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Character development is an integral part of developing into a health, safe and active individual. 	<ul style="list-style-type: none"> • How do your choices help you will develop and use personal and interpersonal skills to support a healthy, active lifestyle. • What skills are needed to stay active, healthy and safe?
<p>Knowledge and Skills: (Focus of Instruction) Students will be able to:</p> <ul style="list-style-type: none"> • Determine how an individual’s character develops over time and impacts personal health. (3-4) • Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community. (3-4) • Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them. (3-4) • Explain how character and core ethical values can be useful in addressing challenging situations. (5-6) • Predict situations that may challenge an individual’s core ethical values. (5-6) • Develop ways to proactively include peers with disabilities at home, at school, and in community activities. (5-6) 	
Learning Expectations/Objectives	
<p style="text-align: center;">Integration of 21st Century Theme(s)</p> <p>21st Century Interdisciplinary Themes (into core subjects) 9.1.A. Critical Thinking & Problem Solving 9.1.C. Collaboration, Teamwork & Leadership</p> <p>Learning and Innovation Skills 9.1.B. Creativity and Innovation</p> <p>Information, Media and Technology Skills</p>	<p style="text-align: center;">Integration of Digital Tools</p> <ul style="list-style-type: none"> • Smartboard/Mimio • Classroom computers • Technology lab • Digital/Video camera • Various websites <ul style="list-style-type: none"> ○ brainPop.com

<p>9.1.D. Cross-Cultural Understanding and Interpersonal Communication Life and Career Skills 9.3.A Career Awareness</p>	
Stage 2: Evidence of Understanding	
<p>North Warren Cluster Benchmarks: (Do or Say) Students will be able to:</p> <ul style="list-style-type: none"> • List and describe traits of good character 	
<p>Assessment Methods:</p> <p>Formative: (On-going) Teacher observation, progress reports, performance tasks Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards</p>	
<p>Other Evidence: Student Self-Assessment Project Based Learning Interdisciplinary</p>	
Stage 3: Learning Plan	
Number of Days: 180	
In this unit consider how you will	
A	Engage Students: Work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles. Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
C	Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning. Give timely feedback on formative assessments and allow time for review. Provide time to work cooperatively with classmates.
D	Incorporating literature helps to support health concepts: <i>Scholastic News</i> <i>Weekly Reader</i>
<p>Resources: Board of Education adopted Health series and supplemental materials, technology, and media.</p>	

Stage 1: Desired Results	
Topic: Leadership, Advocacy and Service	
<i>Core Content Curriculum Number & Strands -2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</i>	
<ul style="list-style-type: none"> • 2.2.4.D.1 • 2.2.6.D.1 • 2.2.6.D.2 	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Leadership and Advocacy service contributes to interpersonal skills that support a healthy, active lifestyle. 	<ul style="list-style-type: none"> • How do your choices help you develop and use personal and interpersonal skills to support a healthy, active lifestyle. • What skills are needed to stay active, healthy and safe?
Knowledge and Skills: (Focus of Instruction)	
Students will be able to:	
<ul style="list-style-type: none"> • Identify laws and regulations created to enhance wellness (using child safety seats, putting information on food labels, wearing seatbelts, helmets, proper footwear) (3-4) • Develop a position on a wellness issue (3-4) • Organize and participate in a school or community service activity (3-4) • Understand how helping others impacts personal and community wellness. (3-4) • Recognize how individuals can make a difference by helping others (5-6) • Investigate opportunities for volunteer service (5-6) • Participate in volunteer activities through the school or community (5-6) • Formulate and express a position on health issues and educate peers about the issue (5-6) • Discuss local and state laws that impact personal, family and community wellness (helmet laws, no smoking in restaurants...) (5-6) • Formulate ways that individuals and groups can work together to improve wellness(5-6) 	
Learning Expectations/Objectives	
<p style="text-align: center;">Integration of 21st Century Theme(s)</p> <p>21st Century Interdisciplinary Themes (into core subjects)</p> <p>9.1.A. Critical Thinking & Problem Solving 9.1.C. Collaboration, Teamwork & Leadership</p> <p>Learning and Innovation Skills 9.1.B. Creativity and Innovation</p> <p>Information, Media and Technology Skills 9.1.D. Cross-Cultural Understanding and Interpersonal Communication</p>	<p style="text-align: center;">Integration of Digital Tools</p> <ul style="list-style-type: none"> • Smartboard/Mimio • Classroom computers • Technology lab • Digital/Video camera • Various websites <ul style="list-style-type: none"> ○ brainPopJr.com (P)

Life and Career Skills 9.3.A Career Awareness	
Stage 2: Evidence of Understanding	
North Warren Cluster Benchmarks: (Do or Say) Students will be able to: <ul style="list-style-type: none"> • Explain the impact of participation in different kinds of service projects on community wellness. • Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service. • Develop a position about a health issue in order to inform peers. 	
Assessment Methods: Formative: (On-going) Teacher observation, progress reports, performance tasks Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards	
Other Evidence: Student Self-Assessment Project Based Learning Interdisciplinary	
Stage 3: Learning Plan	
Number of Days: 180	
In this unit consider how you will	
A	Engage Students: Work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles. Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
C	Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning. Give timely feedback on formative assessments and allow time for review. Provide time to work cooperatively with classmates.
D	Incorporating literature helps to support health concepts: <i>Scholastic News</i> <i>Weekly Reader</i>
Resources: Board of Education adopted Health series and supplemental materials, technology, and media.	

Stage 1: Desired Results	
Topic: Health Services and Careers	
<p><i>Core Content Curriculum Number & Strand-</i> 2.2 Integrated Skills <i>All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> • 2.2.4.E.1 • 2.2.4.E.2 • 2.2.6.E.1 • 2.2.6.E.2 	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • An understanding of health services and careers that are available can lead to the development of skills that are needed to stay healthy. 	<ul style="list-style-type: none"> • How do your choices help you will develop and use personal and interpersonal skills to support a healthy, active lifestyle. • What skills are needed to stay active, healthy and safe?
<p>Knowledge and Skills: (Focus of Instruction) Students will be able to:</p> <ul style="list-style-type: none"> • Describe health and fitness services provided in the school and community (3-4) • Describe and demonstrate how to seek help for a variety of health and fitness concerns (3-4) • List health and fitness services available in the school and community and understand how to access them (5-6) • Investigate health and fitness career opportunities (5-6) 	
Learning Expectations/Objectives	
<p>Integration of 21st Century Theme(s) 21st Century Interdisciplinary Themes <i>(into core subjects)</i> 9.1.A. Critical Thinking & Problem Solving 9.1.C. Collaboration, Teamwork & Leadership Learning and Innovation Skills 9.1.B. Creativity and Innovation Information, Media and Technology Skills 9.1.D. Cross-Cultural Understanding and Interpersonal Communication Life and Career Skills 9.3.A Career Awareness</p>	<p style="text-align: center;">Integration of Digital Tools</p> <ul style="list-style-type: none"> • Smartboard/Mimio • Classroom computers • Technology lab • Digital/Video camera • Various websites <ul style="list-style-type: none"> ○ brainPopJr.com (P)

Stage 2: Evidence of Understanding

North Warren Cluster Benchmarks: (Do or Say)

Students will be able to:

- Develop a position about a health issue in order to inform peers.
- Explain when and how to seek help when experiencing a health problem.
- Determine the validity and reliability of different types of health resources.
- Distinguish health issues that warrant support from trusted adults or health professionals.

Assessment Methods:

Formative: (On-going) Teacher observation, progress reports, performance tasks

Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards

Other Evidence:

Student Self-Assessment

Project Based Learning

Interdisciplinary

Stage 3: Learning Plan

Number of Days: 180

In this unit consider how you will

A	Engage Students: Work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles. Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
C	Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning. Give timely feedback on formative assessments and allow time for review. Provide time to work cooperatively with classmates.
D	Incorporating literature helps to support health concepts: <i>Scholastic News</i> <i>Weekly Reader</i>

Resources: Board of Education adopted Health series and supplemental materials, technology, and media.

Stage 1: Desired Results	
Topic: Medicines	
<p><i>Core Content Curriculum Number & Strands-</i> 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.</p> <ul style="list-style-type: none"> • 2.3.4.A.1 • 2.3.4.A.2 	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Proper use of medicines contributes to good health. 	<ul style="list-style-type: none"> • How can medicines be properly used? • How could medicines be improperly used? • What do you need to know to use medicines safely and effectively?
<p>Knowledge and Skills: (Focus of Instruction) Students will be able to:</p> <ul style="list-style-type: none"> • Distinguish between over-the-counter and prescription medicines.(3) • Understand the importance of taking medicines as directed, not sharing medicines with others, and reporting any side-effects to a trusted adult (3) • Identify commonly used medicines and discuss why they are used (4) • Identify factors to consider when choosing an over-the-counter medicine. (5) • List some medicines used to treat common diseases and health conditions (5) • Explain the safe administration and storage of over-the-counter and prescription medicines. (5) • Describe factors that impact the effectiveness of a medicine. (5) 	
Learning Expectations/Objectives	
<p>Integration of 21st Century Theme(s) 21st Century Interdisciplinary Themes (into core subjects) 9.1.A. Critical Thinking & Problem Solving 9.1.C. Collaboration, Teamwork & Leadership Learning and Innovation Skills 9.1.B. Creativity and Innovation Information, Media and Technology Skills 9.1.D. Cross-Cultural Understanding and Interpersonal Communication Life and Career Skills 9.3.A Career Awareness</p>	<p>Integration of Digital Tools</p> <ul style="list-style-type: none"> • Smartboard/Mimio • Classroom computers • Technology lab • Digital/Video camera • Various websites <ul style="list-style-type: none"> ○ brainPopJr.com
Stage 2: Evidence of Understanding	
<p>North Warren Cluster Benchmarks: (Do or Say) Students will be able to:</p>	

- Distinguish between over-the-counter and prescription medicines
- Determine possible side effects of common types of medicines.
- 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
- Compare information found on over-the-counter and prescription medicines

Assessment Methods:

Formative: (On-going) Teacher observation, progress reports, performance tasks

Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards

Other Evidence:

Student Self-Assessment

Project Based Learning

Interdisciplinary

Stage 3: Learning Plan

Number of Days: 180

In this unit consider how you will

A Engage Students: Work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.

B Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles. Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.

C Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning. Give timely feedback on formative assessments and allow time for review. Provide time to work cooperatively with classmates.

D Incorporating literature helps to support health concepts:
Scholastic News
Weekly Reader

Resources: Board of Education adopted Health series and supplemental materials, technology, and media.

Stage 1: Desired Results	
Topic: Alcohol, Tobacco and Other Drugs	
<p><i>Core Content Curriculum Number & Strands-</i> 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.</p> <ul style="list-style-type: none"> • 2.3.4.B.1 • 2.3.4.B.2 • 2.3.4.B.3 • 2.3.4.B.4 • 2.3.6.B.1 • 2.3.6.B.2 • 2.3.6.B.3 • 2.3.6.B.4 • 2.3.6.B.5 	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Drug and alcohol use negatively affects the physical and emotional health of an individual. 	<ul style="list-style-type: none"> • How can drugs harm the body? • How does the use, abuse and misuse of drugs impact all aspects of an individual's/family's life?
<p>Knowledge and Skills: (Focus of Instruction) Students will be able to:</p> <ul style="list-style-type: none"> • Describe the short and long-term physical effects of tobacco use (3-5) • Explain the impact off second-hand/passive smoke on the health of nonsmokers (3-5) • Identify the short and long term physical and behavioral effects of alcohol use and abuse. (3-5) • Recognize that brain damage, lung damage and death can occur from inhaling certain substances, such as solvents, propellants and medicinal gases (4-5) • Identify the physical and behavioral effects of marijuana. (4-5) • Explain why it is illegal to use or possess certain drugs/substances (4-5) • Explain the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis (6) • Identify the classifications of illegal drugs and controlled substances and give examples of each (6) • Describe the physical and behavioral effects of each of the classifications of drugs (6) • Recognize the legal and financial consequences of the use, sale, and possession on illegal substances (6) 	
Learning Expectations/Objectives	
<p>Integration of 21st Century Theme(s) 21st Century Interdisciplinary Themes (into core subjects) 9.1.A. Critical Thinking & Problem</p>	<p>Integration of Digital Tools</p> <ul style="list-style-type: none"> • Smartboard/Mimio • Classroom computers • Technology lab

<p>Solving 9.1.C. Collaboration, Teamwork & Leadership Learning and Innovation Skills 9.1.B. Creativity and Innovation Information, Media and Technology Skills 9.1.D. Cross-Cultural Understanding and Interpersonal Communication Life and Career Skills 9.3.A Career Awareness</p>	<ul style="list-style-type: none"> • Digital/Video camera • Various websites <ul style="list-style-type: none"> ○ brainPopJr.com
Stage 2: Evidence of Understanding	
<p>North Warren Cluster Benchmarks: (Do or Say) Students will be able to:</p> <ul style="list-style-type: none"> • Explain why it is illegal to use or possess certain drugs/substances and the possible consequences. • Compare the short- and long-term physical effects of all types of tobacco use. • Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers. • Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse. • Identify the short- and long- term physical effects of inhaling certain substances. 	
<p>Assessment Methods:</p> <p>Formative: (On-going) Teacher observation, progress reports, performance tasks Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards</p>	
<p>Other Evidence: Student Self-Assessment Project Based Learning Interdisciplinary</p>	
Stage 3: Learning Plan	
Number of Days: 180	
In this unit consider how you will	
A	Engage Students: Work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles. Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.

C	Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning. Give timely feedback on formative assessments and allow time for review. Provide time to work cooperatively with classmates.
D	Incorporating literature helps to support health concepts: <i>Scholastic News</i> <i>Weekly Reader</i>
Resources: Board of Education adopted Health series and supplemental materials, technology, and media.	

Stage 1: Desired Results	
Topic: Dependency/Addiction and Treatment	
<p><i>Core Content Curriculum Number & Strands-</i> 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.</p> <ul style="list-style-type: none"> • 2.3.4.C.1 • 2.3.4.C.2 • 2.3.4.C.3 • 2.3.6.C.1 • 2.3.6.C.2 • 2.3.6.C.3 • 2.3.6.C.4 	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Individuals can become dependent upon drugs and alcohol. • Support is available for individual's and their families who are addicted to drugs or alcohol. 	<ul style="list-style-type: none"> • How does the use, abuse and misuse of drugs impact all aspects of an individual's/family's life?
<p>Knowledge and Skills: (Focus of Instruction) Students will be able to:</p> <ul style="list-style-type: none"> • Describe how advertising, peers and adults influence children and teenagers to try alcohol, tobacco and other drugs (3-6) • Identify where individuals with a substance abuse problem can get help (3,4) • Differentiate among drug use, abuse and misuse (4) • Recognize the signs that a person might have a problem with the use of alcohol, tobacco and/or other drugs. (4) • Describe the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction (6) • Identify ways to quit using alcohol, tobacco and other drugs and discuss factors that support an individual to quit.(6) • Describe how substance abuse affects the individual and the family and ways that family and friends can support a drug-free lifestyle (6) 	
Learning Expectations/Objectives	
<p>Integration of 21st Century Theme(s) 21st Century Interdisciplinary Themes (into core subjects) 9.1.A. Critical Thinking & Problem Solving 9.1.C. Collaboration, Teamwork & Leadership Learning and Innovation Skills 9.1.B. Creativity and Innovation Information, Media and Technology</p>	<p>Integration of Digital Tools</p> <ul style="list-style-type: none"> • Smartboard/Mimio • Classroom computers • Technology lab • Digital/Video camera • Various websites <ul style="list-style-type: none"> ○ brainPopJr.com

<p>Skills 9.1.D. Cross-Cultural Understanding and Interpersonal Communication Life and Career Skills 9.3.A Career Awareness</p>	
Stage 2: Evidence of Understanding	
<p>North Warren Cluster Benchmarks: (Do or Say) Students will be able to:</p> <ul style="list-style-type: none"> • Identify signs that an individual may have a dependency to an drug or alcohol. • Identify resources for individuals who are addicted to a drug or alcohol and their families • Determine strategies for to stop using alcohol and drugs. 	
<p>Assessment Methods:</p> <p>Formative: (On-going) Teacher observation, progress reports, performance tasks Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards</p>	
<p>Other Evidence: Student Self-Assessment Project Based Learning Interdisciplinary</p>	
Stage 3: Learning Plan	
Number of Days: 180	
In this unit consider how you will	
A	Engage Students: Work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles. Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
C	Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning. Give timely feedback on formative assessments and allow time for review. Provide time to work cooperatively with classmates.
D	Incorporating literature helps to support health concepts: <i>Scholastic News</i> <i>Weekly Reader</i>
<p>Resources: Board of Education adopted Health series and supplemental materials, technology, and media.</p>	

Stage 1: Desired Results	
Topic: Relationships	
<p><i>Core Content Curriculum Number & Strands</i> 2.4-Human Relationships and Sexuality-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.</p> <ul style="list-style-type: none"> • 2.4.4.A.1 • 2.4.4.A.2 • 2.4.6.A.1 • 2.4.6.A.1 • 2.4.6.A.3 • 2.4.6.A.4 	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Healthy relationships are essential for a healthy life. • Family members support one another. 	<ul style="list-style-type: none"> • How do family members support one another? • What is healthy relationship?
<p>Knowledge and Skills: (Focus of Instruction) Students will be able to:</p> <ul style="list-style-type: none"> • Describe the characteristics of a friend (3) • Recognize factors that support healthy relationships with friends and family (3) • Describe appropriate ways to show affection and caring (3, 4) • Describe different kinds of families (4-6) • Recognize how families can share love, values and traditions provide emotional support and set boundaries and limits (4-6) • Compare roles, rights and responsibilities of various family members (4-6) • Identify ways that families adjust to changes to changes in the structure of the family (births, death, divorce, loss of jobs...) (4-6) • Identify how culture and tradition influence personal and family development (4-6) • Describe how peer relationships may change during adolescence. (6) 	
Learning Expectations/Objectives	
<p>Integration of 21st Century Theme(s) 21st Century Interdisciplinary Themes (into core subjects) 9.1.A. Critical Thinking & Problem Solving 9.1.C. Collaboration, Teamwork & Leadership Learning and Innovation Skills 9.1.B. Creativity and Innovation Information, Media and Technology Skills 9.1.D. Cross-Cultural Understanding and</p>	<p>Integration of Digital Tools</p> <ul style="list-style-type: none"> • Smartboard/Mimio • Classroom computers • Technology lab • Digital/Video camera • Various websites <ul style="list-style-type: none"> ○ brainPopJr.com

Interpersonal Communication Life and Career Skills 9.3.A Career Awareness	
Stage 2: Evidence of Understanding	
North Warren Cluster Benchmarks: (Do or Say) Students will be able to: <ul style="list-style-type: none"> • Describe how families are different • Describe the importance of relationships • Analyse aspects of a healthy friendship 	
Assessment Methods: Formative: (On-going) Teacher observation, progress reports, performance tasks Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards	
Other Evidence: Student Self-Assessment Project Based Learning Interdisciplinary	
Stage 3: Learning Plan	
Number of Days: 180	
In this unit consider how you will	
A	Engage Students: Work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles. Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
C	Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning. Give timely feedback on formative assessments and allow time for review. Provide time to work cooperatively with classmates.
D	Incorporating literature helps to support health concepts: <i>Scholastic News</i> <i>Weekly Reader</i>
Resources: Board of Education adopted Health series and supplemental materials, technology, and media.	

Stage 1: Desired Results	
Topic: Sexuality	
<p><i>Core Content Curriculum Number & Strands</i></p> <p>2.4-Human Relationships and Sexuality-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.</p> <ul style="list-style-type: none"> • 2.4.4.B.1 • 2.4.6.B.1 • 2.4.6.B.2 • 2.4.6.B.3 • 2.4.6.B.4 	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children. • Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates. 	<ul style="list-style-type: none"> • How does puberty change an individual? • How do males and females change during adolescence?
<p>Knowledge and Skills: (Focus of Instruction)</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe the physical, social and emotional changes occurring at puberty. (4) • Recognize why puberty begins and ends at different ages for different people (4) • Describe the individual growth patterns of males and females during adolescence (5-6) • Identify how parents, peers and the media influence attitudes (5-6) 	
Learning Expectations/Objectives	
<p>Integration of 21st Century Theme(s)</p> <p>21st Century Interdisciplinary Themes (into core subjects)</p> <p>9.1.A. Critical Thinking & Problem Solving</p> <p>9.1.C. Collaboration, Teamwork & Leadership</p> <p>Learning and Innovation Skills</p> <p>9.1.B. Creativity and Innovation</p> <p>Information, Media and Technology Skills</p> <p>9.1.D. Cross-Cultural Understanding and Interpersonal Communication</p> <p>Life and Career Skills</p> <p>9.3.A Career Awareness</p>	<p>Integration of Digital Tools</p> <ul style="list-style-type: none"> • Smartboard/Mimio • Classroom computers • Technology lab • Digital/Video camera • Various websites <ul style="list-style-type: none"> ○ brainPopJr.com (P)

Stage 2: Evidence of Understanding	
North Warren Cluster Benchmarks: (Do or Say)	
Students will be able to:	
<ul style="list-style-type: none"> • Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages. • Compare growth patterns of males and females during adolescence. 	
Assessment Methods:	
Formative: (On-going) Teacher observation, progress reports, performance tasks	
Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards	
Other Evidence:	
Student Self-Assessment	
Project Based Learning	
Interdisciplinary	
Stage 3: Learning Plan	
Number of Days: 180	
In this unit consider how you will	
A	Engage Students: Work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles. Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
C	Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning. Give timely feedback on formative assessments and allow time for review. Provide time to work cooperatively with classmates.
D	Incorporating literature helps to support health concepts: <i>Scholastic News</i> <i>Weekly Reader</i>
Resources: Board of Education adopted Health series and supplemental materials, technology, and media.	

Stage 1: Desired Results	
Topic: Pregnancy and Planning	
<p><i>Core Content Curriculum Number & Strands</i> 2.4-Human Relationships and Sexuality-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.</p> <ul style="list-style-type: none"> • 2.4.4.C.1 • 2.4.4.C.2 • 2.4.6.C.1 • 2.4.6.C.2 • 2.4.6.C.4 	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Pregnancy causes changes in the life of individuals and their families 	<ul style="list-style-type: none"> • How does puberty change an individual?
<p>Knowledge and Skills: (Focus of Instruction) Students will be able to:</p> <ul style="list-style-type: none"> • Understand that the onset of menstruation coincides with the ability to become a mother (4) • Describe embryonic development and fetal development (6) 	
Learning Expectations/Objectives	
<p>Integration of 21st Century Theme(s) 21st Century Interdisciplinary Themes (into core subjects) 9.1.A. Critical Thinking & Problem Solving 9.1.C. Collaboration, Teamwork & Leadership Learning and Innovation Skills 9.1.B. Creativity and Innovation Information, Media and Technology Skills 9.1.D. Cross-Cultural Understanding and Interpersonal Communication Life and Career Skills 9.3.A Career Awareness</p>	<p>Integration of Digital Tools</p> <ul style="list-style-type: none"> • Smartboard/Mimio • Classroom computers • Technology lab • Digital/Video camera • Various websites <ul style="list-style-type: none"> ○ brainPopJr.com
Stage 2: Evidence of Understanding	
<p>North Warren Cluster Benchmarks: (Do or Say) Students will be able to:</p> <ul style="list-style-type: none"> • Predict challenges that may be faced by adolescent parents and their families. • Identify the signs and symptoms of pregnancy. 	
Assessment Methods:	

Formative: (On-going) Teacher observation, progress reports, performance tasks	
Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards	
Other Evidence: Student Self-Assessment Project Based Learning Interdisciplinary	
Stage 3: Learning Plan	
Number of Days: 180	
In this unit consider how you will	
A	Engage Students: Work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
B	Provide evidence of differentiated instruction: Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles. Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
C	Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning. Give timely feedback on formative assessments and allow time for review. Provide time to work cooperatively with classmates.
D	Incorporating literature helps to support health concepts: <i>Weekly Reading</i> <i>Scholastic News</i>
Resources: Board of Education adopted Health series and supplemental materials, technology, and media.	

Overview of the 2009 New Jersey Core Curriculum Content Standards and Common Core State Standards

Visual and Performing Arts

(<http://www.state.nj.us/education/cccs/standards/1/>)

- 1.1 The Creative Process (Dance/Music/Theatre/ Visual Art)
- 1.2 History of the Arts and Culture
- 1.3 Performance (Dance/Music/Theatre/ Visual Art)
- 1.4 Aesthetic Responses & Critique Methodologies (Aesthetic Responses/Critique Methodologies)

Health and Physical Education

(<http://www.state.nj.us/education/cccs/standards/2/>)

- 2.1 Wellness (Personal Growth and Development/ Nutrition/ Diseases and Health Conditions/ Safety/ Social and Emotional Health)
- 2.2 Integrated Skills (Interpersonal Communication/ Decision-Making and Goal Setting/ Character Development/ Advocacy and Service/ Health Services and Information)
- 2.3 Drugs and Medicines (Medicines/ Alcohol, Tobacco, and other Drugs)
- 2.4 Human Relationships and Sexuality (Relationships/ Sexuality/ Pregnancy and Parenting)
- 2.5 Motor Skill Development (Movement Skills and Concepts/ Strategy/ Sportsmanship, Rules, and Safety)
- 2.6 Fitness (Fitness and Physical Activity)

CCSS-ELA

(http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

College and Career Readiness Anchor Standard for Reading

Literature (Key Ideas and Details/ Craft and Structure/ Integration of Knowledge and Ideas/ Range of Reading and Level of Text Complexity)

Informational Text (Key Ideas and Details/ Craft and Structure/ Integration of Knowledge and Ideas/ Range of Reading and Level of Text Complexity)

Foundational Skills (k-5 only) (Key Ideas and Details/ Craft and Structure/ Integration of Knowledge and Ideas/ Range of Reading and Level of Text Complexity)

College and Career Readiness Anchor Standard for Writing (Text types and

Purposes/ Production and Distribution of Writing/ Research to Build and Present Knowledge/ Range of Writing)

College and Career Readiness Anchor Standard for Speaking and Listening
(Comprehension and Collaboration/ Presentation of knowledge and Ideas)

College and Career Readiness Anchor Standard for Language (Conventions of
Standard English/ Knowledge of Language/ Vocabulary Acquisition and Use)

CCSS-Mathematics

http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf

Counting and Cardinality (K)

Operations and Algebraic Thinking (K – 5)

Number and Operations in Base Ten (K – 5)

Number and Operations – Fractions (3 – 5)

Measurement and Data (K – 5)

Geometry (K – 12)

Ratios and Proportional Relationships (6 – 7)

The Number System (6 – 8)

Expressions and Equations (6 – 8)

Statistics and Probability (6 – 12)

Functions (8 – 12)

Number and Quantity (9-12)

Algebra (9-12)

Modeling (9-12)

Science

<http://www.state.nj.us/education/cccs/standards/5/>

- 5.1 Science Practices (Understand Scientific Explanations/ Generate Scientific Evidence Through Active Investigations/ Reflect on Scientific Knowledge/ Participate Productively in Science)
- 5.2 Physical Science (Properties of Matter/ Changes in Matter/ Forms of Energy/ Energy Transfer and Conservation/ Forces and Motion)
- 5.3 Life Science (Organization and Development/ Matter and Energy Transformations/ Interdependence/ Heredity and Reproduction/ Evolution and Diversity)
- 5.4 Earth Systems Science (Objects in the Universe/ History of Earth/ Properties of Earth Materials/ Tectonics/ Energy in Earth Systems/ Climate and Weather/ Biogeochemical Cycles)

Social Studies

<http://www.state.nj.us/education/cccs/standards/6/>

- 6.1 U.S. History: America in the World ((A) Civics, Government, and Human Rights; (B) Geography, People, and the Environment; (C) Economics, Innovation, and Technology; and (D) History, Culture, and Perspectives)

- 6.2 World History/Global Studies ((A) Civics, Government, and Human Rights; (B) Geography, People, and the Environment; (C) Economics, Innovation, and Technology; and (D) History, Culture, and Perspectives)
- 6.3 Active Citizenship in the 21st Century ((A) Civics, Government, and Human Rights; (B) Geography, People, and the Environment; (C) Economics, Innovation, and Technology; and (D) History, Culture, and Perspectives)

World Languages

(<http://www.state.nj.us/education/cccs/standards/7/index.html>)

- 7.1 World Languages (Interpretive Mode/ Interpersonal Mode/ Presentational Mode)

Technology

(<http://www.state.nj.us/education/cccs/standards/8/index.html>)

- 8.1 Educational Technology (Technology operations and Concepts/ Creativity and Innovation/ Communication and Collaboration/ Digital Citizenship/ Research and Information Literacy/ Critical Thinking, Problem Solving, and Decision Making)
- 8.2 Technology Education, Engineering and Design (Nature of Technology: Creativity and Innovation/ Design: Critical Thinking, Problem Solving, and Decision Making/ Technological Citizenship, Ethics and Society/ research and Information Fluency/ Communication and Collaboration/ Resources for a Technological World/ The Design World)

21st Century Life and Careers Standards

(<http://www.state.nj.us/education/cccs/progressions/9/>)

- 9.1 21st Century Life Skills (Critical Thinking & Problem Solving/ Creativity and Innovation/ Collaboration, Teamwork and Leadership/ Cross-Cultural Understanding and Interpersonal Communications/ Communication and Media Fluency/ Accountability, Productivity and Ethics)
- 9.2 Personal Financial Literacy (Income and Careers/ Money Management/ Credit and Debt Management/ Planning, Saving, and Investing/ Becoming a Critical Consumer/ Civic Financial Responsibility/ Risk Management and Insurance)
- 9.3 21st Career Awareness, Exploration & Preparation (Career Awareness/ Career Exploration/ Career Preparation)