

# Unit #1: Mental and Emotional Health

Content Area: **Physical Education & Health**  
Course(s): **Grade 1, Grade 4, Kindergarten**  
Time Period: **First Trimester**  
Length: **3 days**  
Status: **Published**

## Unit Overview

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Students will demonstrate the ability to use mental health knowledge skills and strategies to enhance one's self-concept and one's relationship with others.

## STAGE 1- DESIRED RESULTS

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## Educational Standards

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## 2016 New Jersey Learning Standards- Health and Physical Education

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## Pre-Kindergarten Standards

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HPE.2.1.P	All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
HPE.2.1.P.A	Personal Growth and Development
HPE.2.1.P.A.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
HPE.2.1.P.A.2	Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).
HPE.2.1.P.B	Nutrition
HPE.2.1.P.B.1	Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).
HPE.2.1.P.B.2	Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).
HPE.2.1.P.C	Diseases and Health Conditions
HPE.2.1.P.C.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).

HPE.2.1.P.D	Safety
HPE.2.1.P.D.1	Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).
HPE.2.1.P.D.2	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).
HPE.2.1.P.D.3	Identify community helpers who assist in maintaining a safe environment.
HPE.2.1.P.D.4	Know how to dial 911 for help.
HPE.2.1.P.E	Social and Emotional Health
HPE.2.2.P	All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
HPE.2.2.P.A	Interpersonal Communication
HPE.2.2.P.B	Decision-Making and Goal Setting
HPE.2.2.P.C	Character Development
HPE.2.2.P.E	Health Services and Information
HPE.2.2.P.E.1	Identify community helpers who assist in maintaining a safe environment.
HPE.2.3.P	All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.
HPE.2.3.P.A	Medicines
HPE.2.3.P.B	Alcohol, Tobacco, and Other Drugs
HPE.2.4.P	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.
HPE.2.4.P.A	Relationships
HPE.2.4.P.B	Sexuality
HPE.2.4.P.C	Pregnancy and Parenting
HPE.2.5.P	All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
HPE.2.5.P.A	Movement Skills and Concepts
HPE.2.5.P.A.1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
HPE.2.5.P.A.2	Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).
HPE.2.5.P.A.3	Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).
HPE.2.5.P.B	Strategy
HPE.2.5.P.C	Sportsmanship, Rules, and Safety
HPE.2.6.P	All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
HPE.2.6.P.A	Fitness and Physical Activity
HPE.2.6.P.A.1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).

HPE.2.6.P.A.2	Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).
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## Grades K-2 Standards

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HPE.2.1.2	All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
HPE.2.1.2.A	Personal Growth and Development
HPE.2.1.2.A.1	Explain what being “well” means and identify self-care practices that support wellness.
HPE.2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
HPE.2.1.2.B	Nutrition
HPE.2.1.2.B.1	Explain why some foods are healthier to eat than others.
HPE.2.1.2.B.2	Explain how foods on MyPlate differ in nutritional content and value.
HPE.2.1.2.B.3	Summarize information about food found on product labels.
HPE.2.1.2.C	Diseases and Health Conditions
HPE.2.1.2.C.1	Summarize symptoms of common diseases and health conditions.
HPE.2.1.2.C.2	Summarize strategies to prevent the spread of common diseases and health conditions.
HPE.2.1.2.C.3	Determine how personal feelings can affect one’s wellness.
HPE.2.1.2.D	Safety
HPE.2.1.2.D.1	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
HPE.2.1.2.D.2	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
HPE.2.1.2.D.3	Identify procedures associated with pedestrian, bicycle, and traffic safety.
HPE.2.1.2.E	Social and Emotional Health
HPE.2.1.2.E.1	Identify basic social and emotional needs of all people.
HPE.2.1.2.E.2	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
HPE.2.1.2.E.3	Explain healthy ways of coping with common stressful situations experienced by children.
HPE.2.2.2	All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
HPE.2.2.2.A	Interpersonal Communication
HPE.2.2.2.A.1	Express needs, wants, and feelings in health- and safety-related situations.
HPE.2.2.2.B	Decision-Making and Goal Setting
HPE.2.2.2.B.1	Explain what a decision is and why it advantageous to think before acting.
HPE.2.2.2.B.2	Relate decision-making by self and others to one’s health.
HPE.2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.
HPE.2.2.2.B.4	Select a personal health goal and explain why setting is important.
HPE.2.2.2.C	Character Development

HPE.2.2.2.C.1	Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
HPE.2.2.2.C.2	Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
HPE.2.2.2.D	Advocacy and Service
HPE.2.2.2.D.1	Determine the benefits for oneself and others of participating in a class or school service activity.
HPE.2.2.2.E	Health Services and Information
HPE.2.2.2.E.1	Determine where to access home, school, and community health professionals.
HPE.2.3.2	All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.
HPE.2.3.2.A	Medicines
HPE.2.3.2.A.1	Explain what medicines are and when some types of medicines are used.
HPE.2.3.2.A.2	Explain why medicines should be administered as directed.
HPE.2.3.2.B	Alcohol, Tobacco, and Other Drugs
HPE.2.3.2.B.1	Identify ways that drugs can be abused.
HPE.2.3.2.B.2	Explain effects of tobacco use on personal hygiene, health, and safety.
HPE.2.3.2.B.3	Explain why tobacco smoke is harmful to nonsmokers.
HPE.2.3.2.B.4	Identify products that contain alcohol.
HPE.2.3.2.B.5	List substances that should never be inhaled and explain why.
HPE.2.3.2.C	Dependency/Addiction and Treatment
HPE.2.3.2.C.1	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
HPE.2.3.2.C.2	Explain that people who abuse alcohol, tobacco, and other drugs can get help.
HPE.2.4.2	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.
HPE.2.4.2.A	Relationships
HPE.2.4.2.A.1	Compare and contrast different kinds of families locally and globally.
HPE.2.4.2.A.2	Distinguish the roles and responsibilities of different family members.
HPE.2.4.2.A.3	Determine the factors that contribute to healthy relationships.
HPE.2.4.2.B	Sexuality
HPE.2.4.2.B.1	Compare and contrast the physical differences and similarities of the genders.
HPE.2.4.2.C	Pregnancy and Parenting
HPE.2.4.2.C.1	Explain the factors that contribute to a mother having a healthy baby.
HPE.2.5.2	All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
HPE.2.5.2.A	Movement Skills and Concepts
HPE.2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

HPE.2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
HPE.2.5.2.A.4	Correct movement errors in response to feedback.
HPE.2.5.2.B	Strategy
HPE.2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
HPE.2.5.2.B.2	Explain the difference between offense and defense.
HPE.2.5.2.B.3	Determine how attitude impacts physical performance.
HPE.2.5.2.B.4	Demonstrate strategies that enable team and group members to achieve goals.
HPE.2.5.2.C	Sportsmanship, Rules, and Safety
HPE.2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
HPE.2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.
HPE.2.6.2	All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
HPE.2.6.2.A	Fitness and Physical Activity
HPE.2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
HPE.2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
HPE.2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.

## Grades 3-4 Standards

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HPE.2.1.4	All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
HPE.2.1.4.A	Personal Growth and Development
HPE.2.1.4.A.1	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
HPE.2.1.4.A.2	Determine the relationship of personal health practices and behaviors on an individual's body systems.
HPE.2.1.4.B	Nutrition
HPE.2.1.4.B.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
HPE.2.1.4.B.2	Differentiate between healthy and unhealthy eating practices.
HPE.2.1.4.B.3	Create a healthy meal based on nutritional content, value, calories, and cost.
HPE.2.1.4.B.4	Interpret food product labels based on nutritional content.
HPE.2.1.4.C	Diseases and Health Conditions
HPE.2.1.4.C.1	Explain how most diseases and health conditions are preventable.
HPE.2.1.4.C.2	Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.
HPE.2.1.4.C.3	Explain how mental health impacts one's wellness.
HPE.2.1.4.D	Safety
HPE.2.1.4.D.1	Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison

	safety, accident prevention).
HPE.2.1.4.D.2	Summarize the various forms of abuse and ways to get help.
HPE.2.1.4.D.3	Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
HPE.2.1.4.D.4	Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.
HPE.2.1.4.E	Social and Emotional Health
HPE.2.1.4.E.1	Compare and contrast how individuals and families attempt to address basic human needs.
HPE.2.1.4.E.2	Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.
HPE.2.1.4.E.3	Determine ways to cope with rejection, loss, and separation.
HPE.2.1.4.E.4	Summarize the causes of stress and explain ways to deal with stressful situations.
HPE.2.2.4	All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
HPE.2.2.4.A	Interpersonal Communication
HPE.2.2.4.A.1	Demonstrate effective interpersonal communication in health- and safety-related situations.
HPE.2.2.4.A.2	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
HPE.2.2.4.B	Decision-Making and Goal Setting
HPE.2.2.4.B.1	Use the decision-making process when addressing health-related issues.
HPE.2.2.4.B.2	Differentiate between situations when a health-related should be made independently or with the help of others.
HPE.2.2.4.B.3	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
HPE.2.2.4.B.4	Develop a personal health goal and track progress.
HPE.2.2.4.C	Character Development
HPE.2.2.4.C.1	Determine how an individual's character develops over time and impacts personal health.
HPE.2.2.4.C.2	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
HPE.2.2.4.C.3	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
HPE.2.2.4.D	Advocacy and Service
HPE.2.2.4.D.1	Explain the impact of participation in different kinds of service projects on community wellness.
HPE.2.2.4.E	Health Services and Information
HPE.2.2.4.E.1	Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.
HPE.2.2.4.E.2	Explain when and how to seek help when experiencing a health problem.
HPE.2.3.4	All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.
HPE.2.3.4.A	Medicines
HPE.2.3.4.A.1	Distinguish between over-the-counter and prescription medicines.
HPE.2.3.4.A.2	Determine possible side effects of common types of medicines.

HPE.2.3.4.B	Alcohol, Tobacco, and Other Drugs
HPE.2.3.4.B.1	Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.
HPE.2.3.4.B.2	Compare the short- and long-term physical effects of all types of tobacco use.
HPE.2.3.4.B.3	Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.
HPE.2.3.4.B.4	Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.
HPE.2.3.4.B.5	Identify the short- and long- term physical effects of inhaling certain substances.
HPE.2.3.4.C	Dependency/Addiction and Treatment
HPE.2.3.4.C.1	Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.
HPE.2.3.4.C.2	Differentiate between drug use, abuse, and misuse.
HPE.2.3.4.C.3	Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.
HPE.2.4.4	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.
HPE.2.4.4.A	Relationships
HPE.2.4.4.A.1	Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.
HPE.2.4.4.A.2	Explain why healthy relationships are fostered in some families and not in others.
HPE.2.4.4.B	Sexuality
HPE.2.4.4.B.1	Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.
HPE.2.4.4.C	Pregnancy and Parenting
HPE.2.4.4.C.1	Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.
HPE.2.4.4.C.2	Relate the health of the birth mother to the development of a healthy fetus.
HPE.2.5.4	All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
HPE.2.5.4.A	Movement Skills and Concepts
HPE.2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
HPE.2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
HPE.2.5.4.A.4	Correct movement errors in response to feedback and explain how the change improves performance.
HPE.2.5.4.B	Strategy
HPE.2.5.4.B.1	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
HPE.2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
HPE.2.5.4.C	Sportsmanship, Rules, and Safety

HPE.2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
HPE.2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
HPE.2.6.4	All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
HPE.2.6.4.A	Fitness and Physical Activity
HPE.2.6.4.A.1	Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
HPE.2.6.4.A.2	Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
HPE.2.6.4.A.3	Develop a health-related fitness goal and track progress using health/fitness indicators.
HPE.2.6.4.A.4	Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

## 21st Century and Life Careers

### ELEMENTARY

### 2016 New Jersey Student Learning Standards- 21st Century Life and Careers

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP3	Attend to personal health and financial well-being.



## **2016 New Jersey Student Learning Standards- Technology**

- 8.1.P.A.1 Use an input device to select an item and navigate the screen
- 8.1.P.A.2 Navigate the basic functions of a browser.
- 8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words.
- 8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).
- 8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.
  
- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.2 Create a document using a word processing application.
- 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.2.A.5 Enter information into a spreadsheet and sort the information.
- 8.1.2.A.6 Identify the structure and components of a database.
- 8.1.2.A.7 Enter information into a database or spreadsheet and filter the information.
  
- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.
- 8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.
- 8.1.5.A.5 Create and use a database to answer basic questions.
- 8.1.5.A.6 Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.
  
- 8.1.P.A.1 Use an input device to select an item and navigate the screen
- 8.1.P.A.2 Navigate the basic functions of a browser.
- 8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words.
- 8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).
- 8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.
  
- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.2 Create a document using a word processing application.
- 8.1.2.A.3 Compare the common uses of at least two different digital applications

- and identify the advantages and disadvantages of using each.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.2.A.5 Enter information into a spreadsheet and sort the information.
- 8.1.2.A.6 Identify the structure and components of a database.
- 8.1.2.A.7 Enter information into a database or spreadsheet and filter the information.
- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.
- 8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.
- 8.1.5.A.5 Create and use a database to answer basic questions.
- 8.1.5.A.6 Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.
- 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
- 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.
- 8.1.5.D.1 Understand the need for and use of copyrights.
- 8.1.5.D.2 Analyze the resource citations in online materials for proper use.
- 8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
- 8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
- 8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
- 8.1.2.F.1 Use geographic mapping tools to plan and solve problems.
- 8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding.

## Grades 5-6 Standards

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HPE.2.1.6	All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
HPE.2.1.6.A	Personal Growth and Development
HPE.2.1.6.A.1	Explain how health data can be used to assess and improve each dimension of personal wellness.
HPE.2.1.6.A.2	Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
HPE.2.1.6.A.3	Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.
HPE.2.1.6.B	Nutrition
HPE.2.1.6.B.1	Determine factors that influence food choices and eating patterns.
HPE.2.1.6.B.2	Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
HPE.2.1.6.B.3	Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
HPE.2.1.6.B.4	Compare and contrast nutritional information on similar food products in order to make informed choices.
HPE.2.1.6.C	Diseases and Health Conditions
HPE.2.1.6.C.1	Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.
HPE.2.1.6.C.2	Determine the impact of public health strategies in preventing diseases and health conditions.
HPE.2.1.6.C.3	Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.
HPE.2.1.6.D	Safety
HPE.2.1.6.D.1	Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
HPE.2.1.6.D.2	Explain what to do if abuse is suspected or occurs.
HPE.2.1.6.D.3	Summarize the components of the traffic safety system and explain how people contribute to making the system effective.
HPE.2.1.6.D.4	Assess when to use basic first-aid procedures.
HPE.2.1.6.E	Social and Emotional Health
HPE.2.1.6.E.1	Examine how personal assets and protective factors support healthy social and emotional development.
HPE.2.1.6.E.2	Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
HPE.2.1.6.E.3	Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
HPE.2.2.6	All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
HPE.2.2.6.A	Interpersonal Communication

HPE.2.2.6.A.1	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.
HPE.2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.
HPE.2.2.6.B	Decision-Making and Goal Setting
HPE.2.2.6.B.1	Use effective decision-making strategies.
HPE.2.2.6.B.2	Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
HPE.2.2.6.B.3	Determine how conflicting interests may influence one's decisions.
HPE.2.2.6.B.4	Apply personal health data and information to support achievement of one's short- and long-term health goals.
HPE.2.2.6.C	Character Development
HPE.2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.
HPE.2.2.6.C.2	Predict situations that may challenge an individual's core ethical values.
HPE.2.2.6.C.3	Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
HPE.2.2.6.D	Advocacy and Service
HPE.2.2.6.D.1	Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.
HPE.2.2.6.D.2	Develop a position about a health issue in order to inform peers.
HPE.2.2.6.E	Health Services and Information
HPE.2.2.6.E.1	Determine the validity and reliability of different types of health resources.
HPE.2.2.6.E.2	Distinguish health issues that warrant support from trusted adults or health professionals.
HPE.2.3.6	All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.
HPE.2.3.6.A	Medicines
HPE.2.3.6.A.1	Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.
HPE.2.3.6.A.2	Compare information found on over-the-counter and prescription medicines.
HPE.2.3.6.B	Alcohol, Tobacco, and Other Drugs
HPE.2.3.6.B.1	Explain the system of drug classification and why it is useful in preventing substance abuse.
HPE.2.3.6.B.2	Relate tobacco use and the incidence of disease.
HPE.2.3.6.B.3	Compare the effect of laws, policies, and procedures on smokers and nonsmokers.
HPE.2.3.6.B.4	Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.
HPE.2.3.6.B.5	Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.
HPE.2.3.6.B.6	Summarize the signs and symptoms of inhalant abuse.
HPE.2.3.6.B.7	Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.
HPE.2.3.6.C	Dependency/Addiction and Treatment

HPE.2.3.6.C.1	Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
HPE.2.3.6.C.2	Explain how wellness is affected during the stages of drug dependency/addiction.
HPE.2.3.6.C.3	Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.
HPE.2.3.6.C.4	Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.
HPE.2.4.6	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.
HPE.2.4.6.A	Relationships
HPE.2.4.6.A.1	Compare and contrast how families may change over time.
HPE.2.4.6.A.2	Analyze the characteristics of healthy friendships and other relationships.
HPE.2.4.6.A.3	Examine the types of relationships adolescents may experience.
HPE.2.4.6.A.4	Demonstrate successful resolution of a problem(s) among friends and in other relationships.
HPE.2.4.6.A.5	Compare and contrast the role of dating and dating behaviors in adolescence.
HPE.2.4.6.B	Sexuality
HPE.2.4.6.B.1	Compare growth patterns of males and females during adolescence.
HPE.2.4.6.B.2	Summarize strategies to remain abstinent and resist pressures to become sexually active.
HPE.2.4.6.B.3	Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.
HPE.2.4.6.B.4	Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.
HPE.2.4.6.C	Pregnancy and Parenting
HPE.2.4.6.C.1	Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.
HPE.2.4.6.C.2	Identify the signs and symptoms of pregnancy.
HPE.2.4.6.C.3	Identify prenatal practices that support a healthy pregnancy.
HPE.2.4.6.C.4	Predict challenges that may be faced by adolescent parents and their families.
HPE.2.5.6	All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
HPE.2.5.6.A	Movement Skills and Concepts
HPE.2.5.6.A.1	Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
HPE.2.5.6.A.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
HPE.2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
HPE.2.5.6.B	Strategy
HPE.2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual,

	dual, team and group activities.
HPE.2.5.6.B.2	Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.
HPE.2.5.6.C	Sportsmanship, Rules, and Safety
HPE.2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
HPE.2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
HPE.2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.
HPE.2.6.6	All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
HPE.2.6.6.A	Fitness and Physical Activity
HPE.2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.
HPE.2.6.6.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.
HPE.2.6.6.A.3	Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
HPE.2.6.6.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
HPE.2.6.6.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.
HPE.2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
HPE.2.6.6.A.7	Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

## Essential Questions

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- What are ways to handle stress management?
- How can healthy ways of expressing feelings be demonstrated?
- What are some health -related goals to set?
- What constitutes a healthy relationship?

## Enduring Understanding

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- To maintain healthy relationships, you must show care, consideration and respect for self and others
- Components that promote a good personal well-being.
- Interpersonal communication skills to enhance health

### **Students will know...**

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- Analyze the influences of family and peers in regards to health behaviors
- Develop strategies for stress management
- Learn good decision making that ay foster healthier lifestyle choices.
- Use effective communication skills to maintain relationships.
- Display evident good character behaviors to be exhibited while interacting with others.

### **Students will be able to...**

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- Identify and examine different complex emotions
- Practice effective communication skills
- Develop age appropriate skills for stress management

## **STAGE 2- EVIDENCE OF LEARNING**

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### **Formative Assessment During Lesson**

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- Instant Activities
  - Divergent Questioning (Problem-solving approach)
  - Student Demonstration
  - Teacher Demonstration
  - Direct Teaching
  - Drill and Practice Activities (individual, partner, small group)
  - Play/Teach/Play (Introduce and have students participate in a small group activity. Part of the way through activity, have students stop and analyze hwo their group is performing and come up with strategies that will help them be more successful when they return to activity.)
  - Showing video clips (Introduce skills or analyze game strategies)
  - Digitally Record Performances
  - Self-challenges
  - Group Challenges
  - Skill Stations or Learning Centers
  - Each one reach one, each one teach one
  - Role modeling (Peer to peer)
  - Challenge by choice
  - Student conference
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- 3- Minute Pause
  - A-B-C Summaries

- Analogy Prompt
- Choral Response
- Debriefing
- Exit Card / Ticket
- Hand Signals
- Idea Spinner
- Index Card Summaries
- Inside-Outside Circle Discussion (Fishbowl)
- Journal Entry
- Misconception Check
- Observation
- One Minute Essay
- One Word Summary
- Portfolio Check
- Questions & Answers
- Quiz
- Self-Assessment
- Student Conference
- Think-Pair-Share
- Web or Concept Map

## **Authentic Assessments- Suggested**

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- Teacher Observatin and Feedback
- Teacher Questioning
- Self-assessments
- Peer assessments
- Peer Observations
- Rating scales (Group and individual)
- Student designed Patterns and routines
- Student designed activities
- Teacher designed Small group activities
- Quick Performance Checks
- Quick Comprehension Checks
- Exit slips
- Quizzes
- Fitness Tests
- Game play
- Game play-modified
- Oral responses
- Journals
- Portfolios
- Practice/drill activities (individual, partner, small group)
- Skills checklist



- Task sheets
- Task analysis
- Performance assessments(individual, partner, small group)
- Rubrics (Activity specific rubrics)
- Digitally record performance(s)
- Group discussions/debriefing
- Fitness Confernces
- Homework Assignments
- Role play a scenario(s) that engage students in positive decision making
- Draw a picture of family and the roles of each member
- Allow students to pull appropriate topics out of a hat and tell a story about it.

## **Benchmark Assessments**

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- Brainstorming
- Drawings
- Games
- Hands-on experiments
- Small group projects
- Storytelling
- Task Cards

## **STAGE 3- LEARNING PLAN**

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### **Instructional Map**

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The grades 3-4 Health Education Units are a set of 10 units that will scaffold instruction from one grade level to the next. The units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive health instruction in each unit. Students will begin the year with a unit that blends general health skills involving topics such as hygiene, nutrition and physical activity. Units will then progress to develop decision making skills which will be applied in various situations in later units involving physical activity, alcohol, tobacco, drugs, relationships, interpersonal communication, and character development.

### **Modifications/Differentiation of Instruction**

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### Differentiation Strategies for Special Education Students

- Remove unnecessary material, words, etc., that can distract from the content
- Use of off-grade level materials
- Provide appropriate scaffolding
- Limit the number of steps required for completion
- Time allowed
- Level of independence required
- Tiered centers, assignments, lessons, or products
- Provide appropriate leveled reading materials
- Deliver the content in “chunks”
- Varied texts and supplementary materials
- Use technology, if available and appropriate
- Varied homework and products
- Varied questioning strategies
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language.
- Use audio and visual supports, if available and appropriate
- Provide multiple learning opportunities to reinforce key concepts and vocabulary
- Meet with small groups to reteach idea/skill
- Provide cross-content application of concepts
- Ability to work at their own pace
- Present ideas using auditory, visual, kinesthetic, & tactile means
- Provide graphic organizers and/or highlighted materials
- Strategy and flexible groups based on formative assessment
- Differentiated checklists and rubrics, if available and appropriate

### Differentiation Strategies for Gifted and Talented Students

- Increase the level of complexity
- Decrease scaffolding
- Variety of finished products
- Allow for greater independence
- Learning stations, interest groups
- Varied texts and supplementary materials
- Use of technology
- Flexibility in assignments
- Varied questioning strategies
- Encourage research
- Strategy and flexible groups based on formative assessment or student choice
- Acceleration within a unit of study
- Exposure to more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace
- After mastery of a unit, provide students with more advanced learning activities, not more of the same activity
- Present information using a thematic, broad-based, and integrative content, rather than just single-

subject areas

### Differentiated Strategies for ELL Students

- Remove unnecessary materials, words, etc., that can distract from the content
- Provide appropriate scaffolding
- Limit the number of steps required for completion
- Gradually increase the level of independence required
- Tiered centers, assignments, lessons, or products
- Provide appropriate leveled reading materials
- Deliver the content in “chunks”
- Varied texts and supplementary materials, including visuals
- Use technology, if available and appropriate
- Differentiate homework and products
- Varied questioning strategies
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language.
- Use audio and visual supports, if available and appropriate
- Provide multiple learning opportunities to reinforce key concepts and vocabulary
- Meet with small groups to reteach idea/skill
- Provide cross-content application of concepts
- Allow students to work at their own pace
- Presenting ideas through auditory, visual, kinesthetic, & tactile means
- Role play
- Provide graphic organizers, highlighted materials
- Strategy and flexible groups based on formative assessment

### Differentiation Strategies for At Risk Students

- Remove unnecessary materials, words, etc., that can distract from the content
- Provide appropriate scaffolding
- Limit the number of steps required for completion
- Gradually increase the level of independence required
- Tiered centers, assignments, lessons, or products
- Provide appropriate leveled reading materials
- Deliver the content in “chunks”
- Varied texts and supplementary materials
- Use technology, if available and appropriate
- Differentiate homework and products
- Varied questioning strategies
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language

- Use audio and visual supports, if available and appropriate
- Provide multiple learning opportunities to reinforce key concepts and vocabulary
- Meet with small groups to reteach idea/skill
- Provide cross-content application of concepts
- Presenting ideas through auditory, visual, kinesthetic, & tactile means
- Provide graphic organizers and/or highlighted materials
- Strategy and flexible groups based on formative assessment

## **504 Plans**

Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:

- walk, breathe, eat, or sleep
- communicate, see, hear, or speak
- read, concentrate, think, or learn
- stand, bend, lift, or work

Examples of accommodations in 504 plans include:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

## **ADAPTATIONS FOR PHYSICAL ACTIVITIES**

Understanding that good adaptive physical education involves “adapting, modifying, and changing” a physical activity so it is appropriate for the person with a disability (or anyone for that matter), we are providing numerous ways that some sports and activities can be modified and/or changed. The goal is to have an activity where all students can be successful.

## **Equipment:**

Change size/weight/texture

Use of Velcro

Larger goal/target

Mark positions on playing field

Lower goal/target

Scoops for catching

Vary balls (size, weight, color, texture)

### **Rules, Prompts, and Cues**

Demonstrate/model activity

Partner assisted

Disregard time limits

Oral prompt

More space between students

Eliminate outs/strike-outs

Allow ball to remain stationary

Allow batter to sit in chair

Place disabled student near teacher

### **Boundary/Playing Field**

Decrease distance

Use well-defined boundaries

Simplify patterns

Adapt playing area (smaller, obstacles removed)

### **Actions:**

Change locomotor patterns

Modify grasps

Modify body positions

Reduce the number of actions

Use different body parts

**Time:**

Vary the tempo

Slow the activity pace

Lengthen the time

Shorten the time

Provide frequent rest periods

## **Modification Strategies**

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- Extended Time
- Frequent Breaks
- Highlighted Text
- Interactive Notebook
- Modified Test
- Oral Directions
- Peer Tutoring
- Preferential Seating
- Re-Direct
- Repeated Drill / Practice
- Shortened Assignments
- Teacher Notes
- Tutorials
- Use of Additional Reference Material
- Use of Audio Resources

## **Differentiation Strategies**

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## **High Preparation Differentiation**

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- Alternative Assessments
- Choice Boards
- Games and Tournaments
- Group Investigations
- Guided Reading
- Independent Research / Project
- Interest Groups
- Learning Contracts
- Leveled Rubrics
- Literature Circles
- Multiple Intelligence Options
- Multiple Texts
- Personal Agendas
- Project Based Learning (PBL)
- Stations / Centers
- Think-Tac-Toe
- Tiered Activities / Assignments
- Varying Graphic Organizers

## **Low Preparation Differentiation**

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- Choice of Book / Activity
- Cubing Activities
- Exploration by Interest (using interest inventories)
- Flexible Grouping
- Goal Setting With Student
- Homework Options
- Jigsaw
- Mini Workshops to Re-teach or Extend Skills
- Open-ended Activities
- Think-Pair-Share by Readiness, Interest, or Learning Style
- Use of Collaboration
- Use of Reading Buddies
- Varied Journal Prompts

- Varied Product Choice
- Varied Supplemental Materials
- Work Alone / Together

## **Horizontal Integration- Interdisciplinary Connections**

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**Mathematics** - In mathematics students are taught to describe measurable attributes (K.MD.A.1-2). This correlates to health when discussing germs, how they travel, and how far they travel. It also helps them understand why someone's germs would spread further (i.e. X didn't cover his mouth and Y did) We get a better understanding of math and germs when we learn how they spread.

**Science** – Oftentimes science lessons are related to our health in many ways. In science students are taught to ask questions, make observations, and gather information(K-2-ETS1-1). They are also taught about developing possible solutions (K-2 ETS1-2). These skills easily convert over to health classes. In health we draw upon these skills when we discuss pictures of different situations and possible outcomes that may occur, good or bad.

**Social Studies** - Students are taught to apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities (6.1.4.C.1). This directly correlates to many health lessons. In health class students are asked to evaluate their decisions. They are also asked to see how the decisions (i.e. calling names, leaving the stove on, leaving the playground, helping out a new student, etc.) would affect their friends and family.

**Language Arts** – Students read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed (NJSLSA.R10.). This directly correlates with constant new information given in health classes, being able to process and understand what you read, and articulate main ideas to your peers. These are major components of health classes. Students also learn to compare and contrast (RL.K.9.). In health we use this to find patterns of events, i.e. if I do this, then this will happen. This helps them grow to understand that their actions can have consequences.

## **Vertical Integration- Discipline Mapping**

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- Taking responsibility for your health
- Responsible decisions
- Resistance skills
- Good character



- Communicating emotions in a healthy way
- Building healthful relationships
- Resolving conflicts

## **Additional Materials**

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<http://www.pecentral.org/lessonideas/viewlesson.asp?ID=5610>

- Online resources
- Community resources
- School based groups / teams
- Technology
- Handouts
- Video