



# Elementary 3-5

## Health & Physical Education

### CURRICULUM

Middle Township Public School  
216 S. Main Street  
Cape May Court House, NJ 08210

Born: March 2022 Revised April 2022

## **Table of Contents**

Content Area- Comprehensive Health & Physical Education- Grades 3-5 Aligned with the 2020 NJ Student Learning Standards for Comprehensive Health & Physical Education	
Emotional Health	15 days
Community Health Services and Support	10 days
Movement Skills and Concepts	20 days
Physical Fitness	20 days
Lifelong Fitness	20 days
Nutrition	20 days
Personal Safety	10 days
Health Conditions, Diseases, and Medicines	10 days
Alcohol, Tobacco, and other Drugs	10 days
Dependency, Substances Disorder , and Treatment	10 days
<b>Personal Growth and Development</b> 2.1.5.PGD.2 Examine how the body changes during puberty and how these changes influence personal self-care. 2.1.5.PGD.3 Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary. 2.1.5.PGD.4 Explain common human sexual development and the role of hormones.	10 days *The three standards listed will be covered in June at the end of the school year in grade 5.
<b>Social and Sexual Health</b> 2.1.5.SSH.2 Differentiate between sexual orientation and gender identity.	10 days *This standard will be covered in June at the end of the school year in grade 5.
<b>Pregnancy and Parenting</b> 2.1.5.PP.1 Explain the relationship between sexual intercourse and human reproduction. 2.1.5.PP.2 Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).	5 days *These standards will be covered in June at the end of the school year in grade 5.

## **Acknowledgements**

**Dr. David Salvo  
Dr. Toni Lehman  
Nancy Loteck**

**Superintendent  
Director of Curriculum and Instruction  
Principal, Middle Township Elementary #2**

## **Introduction**

This document serves to meet all requirements of curriculum as per the Middle Township Board of Education and the New Jersey Department of Education and will serve as a guide for lesson planning. Units within the curricular framework for Health are designed to be taught in the order in which they are presented. Within the units, the teachers have flexibility of what order to present the standards.

## **Course Description**

Successful preparation of students for the opportunities, rigors and advances of the 21st Century cannot be accomplished without a strong and sustained emphasis on the health and wellness of all students. Today's students are continually bombarded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. To that end, the New Jersey Student Learning Standards - Comprehensive Health and Physical Education (NJSLS-CHPE) were revised to address the need for students to gain knowledge and skills in caring for themselves, interact effectively with others, and analyze the impact of choices and consequences. The NJSLS-CHPE mission and vision reflects this perspective:

**Mission:** All students will acquire the knowledge and skills of what is most essential to become individuals who possess health and physical literacy and pursue a life of wellness by developing the habits necessary to live healthy, productive lives that positively impact their families, schools and communities.

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

- Maintains mental health awareness and relies on social/emotional support systems;
- Engages in a physically active lifestyle;
- Maintains awareness of health and wellness and how to access resources;
- Recognizes the influence of media, peers, technology, and cultural norms in making informed health-related decisions as a consumer of health products and wellness services;
- Practices effective cross-cultural communication and conflict resolution skills;

- Builds and maintains healthy relationships;
- Accepts and respects individual and cultural differences; and
- Advocates for personal, family, community, and global wellness and is aware of local, national and global public health and climate change issues

## **Revised Standards 2020**

### **Framework for NJ Designed Standards**

The design of this version of the NJSLS – Comprehensive Health and Physical Education is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of comprehensive health and physical education as stated in the beginning of this document;
- foster greater coherence and appropriate progressions across grade bands;
- establish meaningful connections among the major areas of study within comprehensive health and physical education;
- prioritize the important ideas and core processes that are central to comprehensive health and physical education and have lasting value beyond the classroom; and
- reflect the habits of mind central to comprehensive health and physical education that lead to post-secondary success.

The NJSLS-CHPE revised standards incorporate rigorous evidence-based processes resulting in a focus on concepts that are essential for lifelong student wellness. This set of standards disaggregates disciplinary concepts of health and physical education into three standards, adds ten practices to promote student-centered learning, develops K–12 learning progressions for disciplinary concepts, and incorporates legislative requirements into the standards. In addition, the 2020 NJSLS-CHPE reflect the current thinking and best practices found in health and physical education documents published by national content-specific organizations as well as public health and other education organizations and agencies.

### **New Jersey Student Learning Standards Career Readiness Life Literacies, and Key Skills Practices**

#### ***CRLKSP 1 Act as a responsible and contributing community member and employee.***

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and

workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

***CRLKSP 2 Attend to financial well-being.***

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

***CRLKSP 3 Consider the environmental, social and economic impacts of decisions.***

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

***CRLKSP 4 Demonstrate creativity and innovation.***

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

***CRLKSP 5 Utilize critical thinking to make sense of problems and persevere in solving them.***

Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

***CRLKSP 6 Model integrity, ethical leadership and effective management.***

Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can

have on productivity, morals and organizational culture.

***CRLKSP 7 Plan education and career paths aligned to personal goals.***

Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

***CRLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.***

Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

***CRLKSP 9 Work productively in teams while using cultural/global competence.***

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Assessments
Suggested Formative/Summative Classroom Assessments
Formative Assessments Multiple Choice Tests Weekly Tests · Rubric · Cooperative Learning · Teacher Conferences · Teacher Observation · Journals/Writer's Notebook · Portfolio Class Discussion

Graphic Organizers  
 Reading Responses  
 Learning Response Log  
 Exit Slips  
 · Individual Whiteboards  
 · Peer/Self Assessments  
 · Think-Pair-Share  
 Kinesthetic Assessments  
 Constructive Quizzes  
 · Literature Circles  
 Summative Assessments  
 Pretest, Test and Daily Work  
 Final Drafts  
 Showcase Portfolio  
 Reading Assessment/Running Records  
 Oral Presentation  
 Reflective journal  
 Benchmark Assessments  
 STAR Testing (Fall, Winter, Spring)  
 End of Unit Test or Chapter Test  
**Alternative Assessments**  
 Collaborative testing.  
 Student portfolios  
 Performance Tests  
 Conferencing

## Educational Technology

### Standards

8.1.8.A.1, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1, 8.1.8.E.1, 8.1.8.F.1

- **Technology Operations and Concepts**
  - Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.
- **Creativity and Innovation**
  - Synthesize and publish information about a local or global issue or event on a collaborative, web-based service.
- **Communication and Collaboration**
  - Participate in an online learning community with learners from other countries to understand their perspectives on a global problem or issue, and propose possible solutions.
- **Digital Citizenship**
  - Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.
- **Research and Information Literacy**

- Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.
- **Critical Thinking, Problem Solving, Decision Making**
  - Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.

## 21st Century Life & Career Skills

### Standards:

9.1.8.A.1, 9.1.8.A.2, 9.1.8.B.1, 9.1.8.C.1, 9.1.8.C.2, 9.1.8.C.3, 9.1.8.D.2, 9.1.8.D.3, 9.3.8.B.3

### Learning and Innovation Skills:

- **Creativity and Innovation**
  - Use multiple points of view to create alternative solutions.
- **Critical Thinking and Problem Solving**
  - Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
  - Implement problem-solving strategies to solve a problem in school or the community.
- **Communication and Collaboration Skills**
  - Determine an individual's responsibility for personal actions and contributions to group activities.
  - Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
  - Model leadership skills during classroom and extra-curricular activities.
- **Cross-Cultural Understanding and Interpersonal Communication**
  - Demonstrate the ability to understand inferences.
  - Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- **Career Exploration**



## Interdisciplinary Connections

### **ELA Connection:**

#### **RL. 6.1 & R I. 6.1 Various Tasks**

- Student will be able to read, analyze, and cite informational text to potentially diagnose diseases, drug dependencies or determine potential health related issues, and explain their reasoning of how the task was solved.

### **Science Connection:**

#### **1-LS3 Heredity**

- Students will be able to explain the variation of different genetic genes and their inheritance.

### **Social Studies Connection:**

#### **Various Tasks (6.1.4.A.15)**

- Students will look at data about obesity globally and within the 50 states.

### **Math Connection:**

#### **Various Tasks (1.OA.C.5)**

- Students will use counting to figure out their pulse after doing minimal physical activity in a classroom setting.

- Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.

<b>Content Area:</b>	<b>Health</b>	<b>Grade(s)</b> <b>3-5</b>
<b>Unit Plan Title:</b>	Emotional Health	
<b>Overview/Rationale</b>		
Emotional Health encompasses the views, feelings, and expressions about oneself. It includes a person’s emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others.		

**Core Idea(s)**

Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.

Resilience and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.

**Performance Expectations**

2.1.5.EH.1

Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.

2.1.5.EH.2

Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.

2.1.5.EH.3:

Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

2.1.5.EH.4:

Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.

**Enduring Understandings:**

Change influences behavior (what people can do) and attitude (how they feel about themselves).

Stressful situations can help them cope and resolve the stressful feelings.

People experience different feelings and emotions and express them differently.

**Essential Question(s) :**

How does your character reflect your thoughts, feelings and actions?

What are strategies for self-control?

What are some behaviors that help to deal with difficult situations?

What are ways of coping with stressful situations?

**Student Learning Goals/Objectives:*****Students will know....***

- That your character is reflected in thoughts, feelings and actions.
- There are strategies to manage emotions, thoughts and behaviors.

***Students will be able to (do)...***

- Identify what it means to be responsible.
- Demonstrate self-control in a variety of scenarios.
- Explain healthy ways to cope with stress.

**Educational Resources**

- GoNoodle: Movement and Mindfulness for Kids [www.GoNoodle.com](http://www.GoNoodle.com)
- Fitnessgram Health-Related Fitness Assessments (H&PE shared drive)
- PECentral ([www.pecentral.org](http://www.pecentral.org))
- Choose MyPlate ([www.choosemyplate.gov](http://www.choosemyplate.gov))
- Kids Health in the Classroom Health Problems Series ([www.kidshealth.org](http://www.kidshealth.org)): Smoking; Drugs

- Teaching Tolerance (<https://www.tolerance.org>): Every Family is the Same. Every Family is Different; Body Image; Bullying; and Gender
- Ready, Set, Respect (<https://www.glsen.org>): Family Diversity; Gender Roles and Diversity; and Name-Calling, Bullying and Bias
- Kids Discover (<https://online.kidsdiscover.com>)
- National Geographic for Kids (<https://kids.nationalgeographic.com>)
- The Great Body Shop

Content Area:	Health	Grade(s) 3-5
Unit Plan Title:	Community Health Services and Support	
Overview/Rationale		
Community Health Services and Support provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities.		
Core Idea		
Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information. Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.		
Performance Expectations		
2.1.5.CHSS.1 Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals). 2.1.5.CHSS.2 Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change. 2.1.5.CHSS.3 Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change. Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.		
Technology Standard(s)		
8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games)		

**Enduring Understandings:**

Community professionals and school personnel are available for health emergencies.  
Working cooperatively can lead to addressing health problems that are affected by global issues.

**Essential Question(s) :**

Who can assist and address health emergencies?  
What are some coping strategies for facing difficult situations?

**Student Learning Goals/Objectives:*****Students will know....***

- There are basic social and emotional needs of all people.
- There are professionals to assist and address health emergencies and provide reliable information.
- Individuals benefit from an awareness of coping strategies.

***Students will be able to (do)...***

- Identify health services and resources available in addressing needs in an emergency situation.
- Describe how cooperation among businesses and people can address health problems affected by global issues.
- Describe strategies useful for individuals who are feeling sadness, anger, anxiety, or stress.

**Educational Resources**

- GoNoodle: Movement and Mindfulness for Kids [www.GoNoodle.com](http://www.GoNoodle.com)
- Fitnessgram Health-Related Fitness Assessments (H&PE shared drive)
- PECentral ([www.pecentral.org](http://www.pecentral.org))
- Choose MyPlate ([www.choosemyplate.gov](http://www.choosemyplate.gov))
- Kids Health in the Classroom Health Problems Series ([www.kidshealth.org](http://www.kidshealth.org)): Smoking; Drugs
- Teaching Tolerance (<https://www.tolerance.org>): Every Family is the Same. Every Family is Different; Body Image; Bullying; and Gender
- Ready, Set, Respect (<https://www.glsen.org>): Family Diversity; Gender Roles and Diversity; and Name-Calling, Bullying and Bias
- Kids Discover (<https://online.kidsdiscover.com>)
- National Geographic for Kids (<https://kids.nationalgeographic.com>)

<b>Content Area:</b>	<b>Physical Education</b>	<b>Grade(s) 3-5</b>
<b>Unit Plan Title:</b>	Movement Skills and Concepts	
<b>Overview/Rationale</b>		
Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves) body awareness (what can the body do) qualities of movement (how the body moves and with whom/what does the body move?		
<b>Core Idea(s)</b>		
Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities, free movement, games aerobics, dance, sports and recreational activities. Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship and safety. Teams apply offensive, defensive, and cooperative strategies in most games, sports and physical activities.		
<b>Performance Expectations</b>		
2.2.5.MSC.1 Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). 2.2.5.MSC.2 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. 2.2.5.MSC.3 Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). 2.2.5.MSC.4. Develop the necessary body control to improve stability and balance during movement and physical activity. 2.2.5.MSC.5. Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. 2.2.5.MSC.6 Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games and other events, contributes to a safe environment 2.2.5.MSC.7 Apply specific rules, strategies and procedures for specific physical activity, games and sports in a safe environment.		
<b>Enduring Understandings:</b>		
There are boundaries of personal and general space that require body management skills and control during movement. Accepting constructive feedback will impact improvement, effectiveness and participation in movement skills. Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.		
<b>Essential Question(s) :</b>		
Can you move to various tempos, rhythms, and musical styles? How does constructive feedback help improve your effectiveness and participation in movement skills?		

What are appropriate behaviors and etiquette while watching or participating in physical activity, games or events?

**Student Learning Goals/Objectives:**

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

- How to accept constructive feedback in relation to movement skills.
- Appropriate behaviors and etiquette for participating or observing physical activities.
- Movement sequences in response to various tempos, rhythms, and musical styles.

***Students will be able to (do)...***

- Perform a combination of sequences of locomotor movements and rhythmic activities.
- Demonstrate manipulative movements while moving in personal and general space, time, directions, pathways and ranges.
- Execute appropriate behaviors and etiquette while participating in and viewing activities, games and sports.

**Educational Resources**

- GoNoodle: Movement and Mindfulness for Kids [www.Gonoodle.com](http://www.Gonoodle.com)
- Fitnessgram Health-Related Fitness Assessments (H&PE shared drive)
- PECentral ([www.pecentral.org](http://www.pecentral.org))
- Choose MyPlate ([www.choosemyplate.gov](http://www.choosemyplate.gov))
- Kids Health in the Classroom Health Problems Series ([www.kidshealth.org](http://www.kidshealth.org)): Smoking; Drugs
- Teaching Tolerance (<https://www.tolerance.org>): Every Family is the Same. Every Family is Different; Body Image; Bullying; and Gender
- Ready, Set, Respect (<https://www.glsen.org>): Family Diversity; Gender Roles and Diversity; and Name-Calling, Bullying and Bias
- Kids Discover (<https://online.kidsdiscover.com>)
- National Geographic for Kids (<https://kids.nationalgeographic.com>)

<b>Content Area:</b>	<b>Physical Education</b>	<b>Grade(s) 3-5</b>
<b>Unit Plan Title:</b>	<b>Physical Fitness</b>	
<b>Overview/Rationale</b>		
Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions		
<b>Core Idea</b>		
The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).		

<b>Performance Expectations</b>	
<p>2.2.5.PF.1 Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.</p> <p>2.2.5.PF.2 Accept and respect others of all skill levels and abilities during participation.</p> <p>2.2.5.PF.3 Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).</p> <p>2.2.5.PF.4 Develop a short term and/or a long-term health-related fitness goal (e.g cardiorespiratory endurance 'heart &amp; lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</p> <p>2.2.5.PF.5</p> <p>Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).</p>	
<b>Enduring Understandings:</b>	
<p>There are physical, social, emotional, and intellectual benefits from regular physical activity that affect personal health.</p> <p>There are fitness goals that can lead you to good personal health.</p> <p>There are many factors that influence personal fitness and other healthy lifestyle choices.</p>	
<b>Essential Question(s) :</b>	
<p>What are the physical, social, emotional and intellectual benefits of regular physical activity?</p> <p>How does this affect personal health?</p> <p>What are some short - and long-term fitness goals that promote personal health?</p> <p>How do different factors influence personal fitness and other healthy lifestyle choices?</p>	
<b>Student Learning Goals/Objectives:</b>	
<p><b><i>Students will know....</i></b></p> <ul style="list-style-type: none"> <li>Physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.</li> <li>Health-related fitness goals to evaluate personal health.</li> <li>Different factors influence personal fitness and other healthy lifestyle choices.</li> </ul>	<p><b><i>Students will be able to (do)...</i></b></p> <ul style="list-style-type: none"> <li>Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.</li> <li>Accept and respect others of all skill levels and abilities.</li> <li>Participate in physical fitness activities that address each component of health-related fitness.</li> <li>Develop short- and long-term goals to evaluate personal health.</li> <li>Determine how different factors influence personal fitness and other healthy lifestyle choices.</li> </ul>

### Educational Resources

- GoNoodle: Movement and Mindfulness for Kids [www.GoNoodle.com](http://www.GoNoodle.com)
- Fitnessgram Health-Related Fitness Assessments (H&PE shared drive)
- PECentral ([www.pecentral.org](http://www.pecentral.org))
- Choose MyPlate ([www.choosemyplate.gov](http://www.choosemyplate.gov))
- Kids Health in the Classroom Health Problems Series ([www.kidshealth.org](http://www.kidshealth.org)): Smoking; Drugs
- Teaching Tolerance (<https://www.tolerance.org>): Every Family is the Same. Every Family is Different; Body Image; Bullying; and Gender
- Ready, Set, Respect (<https://www.glsen.org>): Family Diversity; Gender Roles and Diversity; and Name-Calling, Bullying and Bias
- Kids Discover (<https://online.kidsdiscover.com>)
- National Geographic for Kids (<https://kids.nationalgeographic.com>)

Content Area:	Physical Education	Grade(s) 3-5
Unit Plan Title:	Lifelong Fitness	
Overview/Rationale		
Lifelong Fitness requires making fitness a part of a person’s daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn't focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.		
Core Idea(s)		
Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities. Personal and community resources can support physical activity.		
Performance Expectations		
2.2.5.LF.1 Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.		
2.2.5.LF.2 Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.		
2.2.5.LF.3 Proactively engage in movement and physical activity for enjoyment individually or with others.		
2.2.5.LF.4 Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).		
2.2.5.LF.5 Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.		



**Enduring Understandings:**

Engaging in physical activities is important for emotional and physical enjoyment.  
Stretching and breathing exercises increase range of motion.  
Community resources are available to support participation in activities.

**Essential Question(s) :**

Why is it important to engage in physical activities?  
Why are stretching and breathing exercises important?  
How can community resources help support physical well-being?

**Student Learning Goals/Objectives:*****Students will know....***

- Engaging in physical activities is important for emotional and physical enjoyment.
- Stretching and breathing exercises increase range of motion.
- Resources are available outside of school through the community to support physical activity.

***Students will be able to (do)...***

- Engage in physical activities for emotional and physical enjoyment.
- Develop a movement vocabulary for personal physical activity and wellness.
- Explore the body's range of motion through flexibility and breathing exercises.
- Identify physical activities available throughout the community.

**Educational Resources**

- GoNoodle: Movement and Mindfulness for Kids [www.GoNoodle.com](http://www.GoNoodle.com)
- Fitnessgram Health-Related Fitness Assessments (H&PE shared drive)
- PECentral ([www.pecentral.org](http://www.pecentral.org))
- Choose MyPlate ([www.choosemyplate.gov](http://www.choosemyplate.gov))
- Kids Health in the Classroom Health Problems Series ([www.kidshealth.org](http://www.kidshealth.org)): Smoking; Drugs
- Teaching Tolerance (<https://www.tolerance.org>): Every Family is the Same. Every Family is Different; Body Image; Bullying; and Gender
- Ready, Set, Respect (<https://www.glsen.org>): Family Diversity; Gender Roles and Diversity; and Name-Calling, Bullying and Bias
- Kids Discover (<https://online.kidsdiscover.com>)
- National Geographic for Kids (<https://kids.nationalgeographic.com>)

Content Area:	Physical Education	Grade(s) 3-5
Unit Plan Title:	Nutrition	
Overview/Rationale		
Nutrition is the intake of food, considered in relation to the body’s dietary needs. An adequate and well-balanced deity, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle and hereditary are vitally important components of nutritional wellness.		
Core Idea(s)		
Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.		
Performance Expectations		
2.2.5.N.1 Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. 2.2.5.N.2 Create a healthy meal based on nutritional content, value, calories, and cost. 2.2.5.N.3 Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.		
Enduring Understandings:		
Eating healthy promotes an efficient body. Nutritional content, value, calories and cost are components of a healthy meal. A personal nutrition health goal is important for optimum health.		
Essential Question(s) :		
How does healthy eating help maintain your body in optimum health? Why are some foods healthier than others? How can you attain a personal nutrition health goal?		
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)		
Students will know....	Students will be able to (do)...	
<ul style="list-style-type: none"><li>Eating healthy promotes an efficient body.</li><li>Nutritional content, value, calories and cost are components of a healthy meal.</li><li>A personal nutrition health goal is important for optimum health.</li></ul>	<ul style="list-style-type: none"><li>Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keep body systems functioning effectively.</li><li>Create a healthy meal plan based on nutritional content, value, calories and cost.</li><li>Develop a plan to attain a personal nutrition health goal.</li></ul>	

### Educational Resources

- GoNoodle: Movement and Mindfulness for Kids [www.Gonoodle.com](http://www.Gonoodle.com)
- Fitnessgram Health-Related Fitness Assessments (H&PE shared drive)
- PECentral ([www.pecentral.org](http://www.pecentral.org))
- Choose MyPlate ([www.choosemyplate.gov](http://www.choosemyplate.gov))
- Kids Health in the Classroom Health Problems Series ([www.kidshealth.org](http://www.kidshealth.org)): Smoking; Drugs
- Teaching Tolerance (<https://www.tolerance.org>): Every Family is the Same. Every Family is Different; Body Image; Bullying; and Gender
- Ready, Set, Respect (<https://www.glsen.org>): Family Diversity; Gender Roles and Diversity; and Name-Calling, Bullying and Bias
- Kids Discover (<https://online.kidsdiscover.com>)
- National Geographic for Kids (<https://kids.nationalgeographic.com>)

<b>Content Area:</b>	<b>Comprehensive Health</b>	<b>Grade(s) 3-5</b>
<b>Unit Plan Title:</b>	<b>Personal Safety</b>	
<b>Overview/Rationale</b>		
Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.		
<b>Core Idea(s)</b>		
There are strategies that individuals can use to communicate safely in an online environment. Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations. Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.		
<b>Performance Expectations</b>		
2.3.5.PS.1 Develop strategies to reduce the risk of injuries at home, school, and in the community.		
2.3.5.PS.2 Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.)		
2.3.5.PS.3 Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.		
2.3.5.PS.4 Develop strategies to safely communicate through digital media with respect.		
2.3.5.PS.5 Communicate personal boundaries and demonstrate ways to respect other people’s personal boundaries.		
2.3.5.PS.6 Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.		

**Enduring Understandings:**

Personal habits and behaviors contribute to keeping one self and others healthy and safe.  
Safety strategies prevent injuries at home, school and in the community.  
It is important to respect personal boundaries.  
There are unsafe behaviors when traveling that can impact your health.  
There are ways to communicate online safely and with respect.  
There are trusted adults to talk to about uncomfortable or unsafe situations.

**Essential Question(s) :**

How can your environment impact personal health and safety?  
What are some first aid procedures?  
What are some potential hazards that exist in personal space, in the school, in the community, and globally?  
How can you communicate safely in an online environment?  
Where can a child seek help in an uncomfortable or unsafe situation?

**Student Learning Goals/Objectives:*****Students will know....***

- Personal habits and behaviors contribute to keeping oneself and others healthy and safe.
- Safety strategies prevent injuries at home, school and in the community.
- It is important to respect personal boundaries.
- There are unsafe behaviors when traveling that can impact your health.
- There are ways to communicate online safely and with respect.
- There are trusted adults to talk to about uncomfortable or unsafe situations.

***Students will be able to (do)...***

- Develop strategies to reduce the risk of injuries
- Demonstrate first aid procedures (F.A.S.T.)
- Examine the impact of unsafe behaviors when traveling
- Develop strategies to safely communicate online
- Communicate and respect personal boundaries
- Identify strategies to call attention to or leave an uncomfortable or dangerous situation.

**Educational Resources**

- GoNoodle: Movement and Mindfulness for Kids [www.Gonoodle.com](http://www.Gonoodle.com)
- Fitnessgram Health-Related Fitness Assessments (H&PE shared drive)
- PECentral ([www.pecentral.org](http://www.pecentral.org))
- Choose MyPlate ([www.choosemyplate.gov](http://www.choosemyplate.gov))
- Kids Health in the Classroom Health Problems Series ([www.kidshealth.org](http://www.kidshealth.org)): Smoking; Drugs
- Teaching Tolerance (<https://www.tolerance.org>): Every Family is the Same. Every Family is Different; Body Image; Bullying; and Gender
- Ready, Set, Respect (<https://www.glsen.org>): Family Diversity; Gender Roles and Diversity; and Name-Calling, Bullying and Bias
- Kids Discover (<https://online.kidsdiscover.com>)
- National Geographic for Kids (<https://kids.nationalgeographic.com>)

Content Area:	Comprehensive Health	Grade(s) 3-5
Unit Plan Title:	Health Conditions, Diseases, and Medicines	
Overview/Rationale		
<p>Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health enhancing behaviors help person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks.</p> <p>Medicines are substances that treat or relieve disease and pain. Medications are prescribed by a physician or can be accessed over the counter.. Medications can be misused and abused if not taken properly.</p>		
Core Idea(s)		
There are actions that individuals can take to help prevent diseases and stay healthy.		
Performance Expectations		
<p>2.3.5.HCDM.1 Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</p> <p>2.3.5.HCDM.2 Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza)</p> <p>2.3.5.HCDM.3 Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).</p>		
Enduring Understandings:		
<p>There are conditions that may keep the body from working properly.</p> <p>The spread of communicable and infectious diseases are preventable.</p> <p>Mental health can impact one’s wellness.</p>		
Essential Question(s) :		
What are some actions that individuals can take to help prevent diseases and stay healthy?		
Student Learning Goals/Objectives:		
<p><b><i>Students will know....</i></b></p> <ul style="list-style-type: none"><li>• There are conditions that may keep the body from working properly.</li><li>• The spread of communicable and infectious diseases are preventable.</li><li>• Mental health can impact one’s wellness.</li></ul>	<p><b><i>Students will be able to (do)...</i></b></p> <ul style="list-style-type: none"><li>• Identify conditions that may keep the human body from working properly.</li><li>• Describe how to prevent the spread of diseases.</li><li>• Examine how mental health can impact one’s wellness.</li></ul>	

### Educational Resources

- GoNoodle: Movement and Mindfulness for Kids [www.GoNoodle.com](http://www.GoNoodle.com)
- Fitnessgram Health-Related Fitness Assessments (H&PE shared drive)
- PECentral ([www.pecentral.org](http://www.pecentral.org))
- Choose MyPlate ([www.choosemyplate.gov](http://www.choosemyplate.gov))
- Kids Health in the Classroom Health Problems Series ([www.kidshealth.org](http://www.kidshealth.org)): Smoking; Drugs
- Teaching Tolerance (<https://www.tolerance.org>): Every Family is the Same. Every Family is Different; Body Image; Bullying; and Gender
- Ready, Set, Respect (<https://www.glsen.org>): Family Diversity; Gender Roles and Diversity; and Name-Calling, Bullying and Bias
- Kids Discover (<https://online.kidsdiscover.com>)
- National Geographic for Kids (<https://kids.nationalgeographic.com>)

Content Area:	Comprehensive Health	Grade(s) 3-5
Unit Plan Title:	Alcohol, Tobacco, and other Drugs	
<b>Overview/Rationale</b> Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drugs used refer to all types of legal and illicit drugs. Over the counter medicines and prescription medications, when taken correctly, are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally. Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community.		
<b>Core Idea(s)</b> The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences. Drug misuse and abuse can affect one’s relationship with friends, family, and community members in unhealthy ways.		
<b>Performance Expectations</b> 2.3.5.ATD.1 Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer). 2.3.5.ATD.2 Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products 2.3.5.ATD.3 Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.		

<b>Enduring Understandings:</b>	
<p>Some medicines can be harmful if not used properly.</p> <p>It is important to utilize medications properly.</p> <p>There are health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.</p>	
<b>Essential Question(s) :</b>	
<p>Why is it important to use medication properly?</p> <p>How can some medications and other drugs be harmful?</p> <p>What are some behaviors of people who struggle with the use of alcohol and drugs?</p> <p>What type of assistance is available for someone who abuses these products?</p>	
<b>Student Learning Goals/Objectives:</b>	
<p><b><i>Students will know....</i></b></p> <ul style="list-style-type: none"> <li>• Some medicines can be harmful if not used properly.</li> <li>• It is important to utilize medications properly.</li> <li>• There are health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.</li> </ul>	<p><b><i>Students will be able to (do)...</i></b></p> <ul style="list-style-type: none"> <li>• Identify products that contain alcohol, tobacco and drugs.</li> <li>• Explain potential unhealthy effects of alcohol, tobacco and drugs.</li> <li>• Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs and non-prescribed cannabis products.</li> <li>• Describe the behaviors of people who struggle with addiction.</li> <li>• Identify the type of assistance that is available for people who abuse the products.</li> </ul>

<b>Content Area:</b>	Comprehensive Health	<b>Grade(s) 3-5</b>
<b>Unit Plan Title:</b>	<b>Dependency, Substances Disorder, and Treatment</b>	
<b>Overview/Rationale</b>		
Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are types of dependency such as physical, and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances (including illegal drugs, medications prescribed or not) escalates. Treatment includes programs and facilities a person can enroll in to seek assistance and to receive help to recovery. There are many types of treatment facilities for a person to receive help to recover. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).		

<b>Core Idea(s)</b>	
The short- and long-term effects of substance abuse are dangerous and harmful to one's health. The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.	
<b>Performance Expectations</b>	
2.3.5.DSDT.1 Differentiate between drug use, misuse, abuse, and prescription and illicit drugs. 2.3.5.DSDT.2 Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem 2.3.5.DSDT.3 Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health. 2.3.5.DSDT.4 Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs. 2.3.5.DSDT.5 Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).	
<b>Enduring Understandings:</b>	
Some people may have difficulty controlling their use of alcohol, tobacco, and other drugs. Use/abuse of these products is dangerous and harmful to your health. These individuals who use/abuse these products can get help.	
<b>Essential Question(s) :</b>	
What are some short- and long-term effects of substance abuse? What are resources that are available to someone who uses/abuses alcohol, tobacco and/or drug products?	
<b>Student Learning Goals/Objectives:</b>	
<b><i>Students will know....</i></b> <ul style="list-style-type: none"> <li>Some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</li> <li>Use/abuse of these products is dangerous and harmful to your health.</li> <li>These individuals who use/abuse these products can get help.</li> </ul>	<b><i>Students will be able to (do)...</i></b> <ul style="list-style-type: none"> <li>Differentiate between drug use, misuse, abuse and prescription and illicit drugs.</li> <li>Identify signs that a person might have a problem with substances.</li> <li>Evaluate evidence that a person might have a problem with substances.</li> <li>Demonstrate effective refusal skills. Demonstrate strategies for seeking assistance for someone impacted by an addiction.</li> <li>Identify the various types of resources for help.</li> </ul>



### Educational Resources

- GoNoodle: Movement and Mindfulness for Kids [www.Gonoodle.com](http://www.Gonoodle.com)
- Fitnessgram Health-Related Fitness Assessments (H&PE shared drive)
- PECentral ([www.pecentral.org](http://www.pecentral.org))
- Choose MyPlate ([www.choosemyplate.gov](http://www.choosemyplate.gov))
- Kids Health in the Classroom Health Problems Series ([www.kidshealth.org](http://www.kidshealth.org)): Smoking; Drugs
- Teaching Tolerance (<https://www.tolerance.org>): Every Family is the Same. Every Family is Different; Body Image; Bullying; and Gender
- Ready, Set, Respect (<https://www.glsen.org>): Family Diversity; Gender Roles and Diversity; and Name-Calling, Bullying and Bias
- Kids Discover (<https://online.kidsdiscover.com>)
- National Geographic for Kids (<https://kids.nationalgeographic.com>)

Content Area:	Health	Grade(s) 3-5
Unit Plan Title:	Unit Title: Personal Growth and Development	
Overview/Rationale		
<p><b>Summary:</b> Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one’s lifetime. It pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.</p>		
Core Idea		
<p>Health is influenced by the interaction of body systems.</p> <p>Puberty is a time of physical, social, and emotional changes.</p>		
Performance Expectations		
<p>2.1.5.PGD.1 Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity)</p> <p>2.1.5.PGD.2 Examine how the body changes during puberty and how these changes influence personal self-care.</p> <p>2.1.5.PGD.3 Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.</p> <p>2.1.5.PGD.4 Explain common human sexual development and the role of hormones.</p> <p>*These three standards will be covered in June at the conclusion of the school year.</p> <p>2.1.5.PGD.5 Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationship and ask questions about puberty and adolescent health.</p>		

**Enduring Understandings:**

Healthy habits benefit me and the people I meet in school and in my community.

The choices I make about living healthy affect me today and in the future.

How their body changes during puberty.

There are trusted adults who I can talk to about relationships and ask questions about puberty and adolescent health.

**Essential Question(s):**

Do I make healthy choices?

How do I know? If not, how can I improve?

How do my safety and health habits influence my health and the health of people around me?

Why is good communication so important in everyday life?

What is causing the changes in my body?

**Student Learning Goals/Objectives:*****Students will know....***

- The connection between healthy choices and healthy relationships to wellness.
- Self-care practices that support wellness, such as brushing and flossing teeth, washing hands, wearing appropriate attire for weather or sports, sun protection.
- Effective/ineffective communication and listening skills.
- Role of health care professionals.

***Students will be able to (do)...***

- Demonstrate and explain healthy habits including correct hand washing techniques, using clean tissues, washing hands, handling food, brushing teeth & dressing appropriately for weather.
- Chart the effect of healthy habits on wellness.
- Role-play a variety of situations one might face with family and friends, demonstrating the impact of effective/ineffective communication.
- Explain the physical, social, and emotional changes that occur during puberty and adolescence.

**Educational Resources**

- GoNoodle: Movement and Mindfulness for Kids [www.GoNoodle.com](http://www.GoNoodle.com)
- Fitnessgram Health-Related Fitness Assessments (H&PE shared drive)
- PECentral ([www.pecentral.org](http://www.pecentral.org))
- Choose MyPlate ([www.choosemyplate.gov](http://www.choosemyplate.gov))
- Kids Health in the Classroom Health Problems Series ([www.kidshealth.org](http://www.kidshealth.org)): Smoking; Drugs
- Teaching Tolerance (<https://www.tolerance.org>): Every Family is the Same. Every Family is Different; Body Image; Bullying; and Gender
- Ready, Set, Respect (<https://www.glsen.org>): Family Diversity; Gender Roles and Diversity; and Name-Calling, Bullying and Bias
- Kids Discover (<https://online.kidsdiscover.com>)
- National Geographic for Kids (<https://kids.nationalgeographic.com>)
- The Great Body Shop

Content Area:	Health	Grade(s) 3-5
Unit Plan Title:	Social and Sexual Health	
Overview/Rationale		
Social and Sexual Health is a person’s ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual’s race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions.		
Core Idea(s)		
All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation. Family members impact the development of their children physically, socially and emotionally. People in healthy relationships share thoughts and feelings, as well as mutual respect.		
Performance Expectations		
2.1.5.SSH.1 Describe gender-role stereotypes and their potential impact on self and others 2.1.5.SSH.2 Differentiate between sexual orientation and gender identity. *This standard will be covered in June at the conclusion of the school year. 2.1.5.SSH.3 Demonstrate ways to promote dignity and respect for all people. 2.1.5.SSH.4 Describe how families can share common values, offer emotional support, and set boundaries and limits. 2.1.5.SSH.5 Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics 2.1.5.SSH.6 Describe the characteristics of healthy versus unhealthy relationships among friends and with family members 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.		
Enduring Understandings:		
There are possible causes of conflict between people that can be prevented and/or resolved. All individuals should feel welcome. People in healthy relationships share mutual respect. There are consequences to actions.		
Essential Question(s)		
What is good character and why is it important? In what ways do our relationships with others affect our health and well-being? How can we show dignity and respect for all people? What are the causes of teasing, harassment and bullying and how can they be prevented?		

## Student Learning Goals/Objectives:

### Student will know...

- How to identify basic social and emotional needs of all people.
- How to determine possible conflicts that occur between and among people at home, in school, and in the community.
- How families can share common values, offer emotional support, and set boundaries and limits.

### Students will be able to (do)...

- demonstrate healthy decision making in communicating with others to resolve conflict.
- dramatize situations that may cause conflict and the healthy resolution of conflict/stress.
- demonstrate ways to promote dignity and respect.
- define teasing, harassment and bullying.
- demonstrate examples of inappropriate behaviors that are harmful to others and how they can be reversed.
- determine ways parents and others can influence health decisions.

### Educational Resources

- GoNoodle: Movement and Mindfulness for Kids [www.Gonoodle.com](http://www.Gonoodle.com)
- Fitnessgram Health-Related Fitness Assessments (H&PE shared drive)
- PECentral ([www.pecentral.org](http://www.pecentral.org))
- Choose MyPlate ([www.choosemyplate.gov](http://www.choosemyplate.gov))
- Kids Health in the Classroom Health Problems Series ([www.kidshealth.org](http://www.kidshealth.org)): Smoking; Drugs
- Teaching Tolerance (<https://www.tolerance.org>): Every Family is the Same. Every Family is Different; Body Image; Bullying; and Gender
- Ready, Set, Respect (<https://www.glsen.org>): Family Diversity; Gender Roles and Diversity; and Name-Calling, Bullying and Bias
- Kids Discover (<https://online.kidsdiscover.com>)
- National Geographic for Kids (<https://kids.nationalgeographic.com>)

Content Area:	Health	Grade(s) 3-5
Unit Plan Title:	Pregnancy and Parenting	
Overview/Rationale		
Pregnancy and parenting are stages in life that impact all aspects on one’s wellness. Regardless of the circumstances, pregnancy and parenting brings changes to an individual’s emotion I, financial, physical, mental, and social well-being. These stages can include many happy experiences but can also be the source of great challenges.		
Core Idea(s)		
Pregnancy can be achieved through a variety of methods.		
Performance Expectations		
2.1.5.PP.1 Explain the relationship between sexual intercourse and human reproduction.		
2.1.5.PP.2 Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).		
*These two standards will be covered in June at the end of the school year.		
Enduring Understandings:		
There are differences between sexual intercourse and reproduction. Pregnancy can be achieved through a variety of ways.		
Essential Question(s) :		
What is the relationship between sexual intercourse and human reproduction? What are different ways that pregnancy can occur?		
Student Learning Goals/Objectives:		
Students will know....	Students will be able to (do)...	
<ul style="list-style-type: none"><li>The relationship between intercourse and reproduction.</li><li>The different ways that pregnancy can occur.</li></ul>	<ul style="list-style-type: none"><li>Explain the relationship between intercourse and reproduction.</li><li>Explain different ways that pregnancy can occur.</li></ul>	
Educational Resources		
<ul style="list-style-type: none"><li>GoNoodle: Movement and Mindfulness for Kids <a href="http://www.Gonoodle.com">www.Gonoodle.com</a></li><li>Fitnessgram Health-Related Fitness Assessments (H&amp;PE shared drive)</li><li>PECentral (<a href="http://www.pecentral.org">www.pecentral.org</a>)</li><li>Choose MyPlate (<a href="http://www.choosemyplate.gov">www.choosemyplate.gov</a>)</li><li>Kids Health in the Classroom Health Problems Series (<a href="http://www.kidshealth.org">www.kidshealth.org</a>): Smoking; Drugs</li><li>Teaching Tolerance (<a href="https://www.tolerance.org">https://www.tolerance.org</a>): Every Family is the Same. Every Family is Different; Body Image; Bullying; and Gender</li><li>Ready, Set, Respect (<a href="https://www.glsen.org">https://www.glsen.org</a>): Family Diversity; Gender Roles and Diversity; and Name-Calling, Bullying and Bias</li><li>Kids Discover (<a href="https://online.kidsdiscover.com">https://online.kidsdiscover.com</a>)</li><li>National Geographic for Kids (<a href="https://kids.nationalgeographic.com">https://kids.nationalgeographic.com</a>)</li><li>The Great Body Shop</li></ul>		