

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.				
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Personal Growth and Development		Grade Levels: PK-2 (By the end of grade 2)		
2.1.P.A.1 Developing self-help skills and personal hygiene skills promotes healthy habits.	Hygiene Healthy habits	http://www.pecentral.org/ https://sharemylesson.com/lessons/elementary-3-5/health	Observation Performance task Journal/Chart	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
2.1.P.A.2 Developing self-help skills and personal hygiene skills promotes healthy habits.	Independence		Observation Journal/Chart Performance Task	Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils when dressing and brushing teeth).
2.1.2.A.1 Health-enhancing behaviors contribute to wellness.	Behaviors Wellness Self-care		Journal Observation	Explain what being “well” means and identify self-care practices that support wellness.
2.1.2.A.2 Health-enhancing behaviors contribute to wellness.	Body parts		Performance Task Journal Summative	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.

Focus Topic: Nutrition		Grade Levels: PK-2 (By the end of grade 2)		
2.1.P.B.1 Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits.	Nutritious	https://www.choosemyplate.gov/ http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10367#.WkZ2OPCnEdU	Performance Task Journal/Chart	Explore foods (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).
2.1.P.B.2 Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits.	Meal Snack Cooking		Illustrations Journal/Chart Performance Task	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).
2.1.2.B.1 Choosing a balanced variety of nutritious foods contributes to wellness.	nutritious	https://sharemylesson.com/lessons/elementary-3-5/health	Summative Journal/Chart Structure Dialogue	Explain why some foods are healthier to eat than others.
2.1.2.B.2 Choosing a balanced variety of nutritious foods contributes to wellness.	My Plate Content Value		Graphic Organizer Journal/Chart Summative	Explain how foods on <i>My Plate</i> differ in nutritional content and value.
2.1.2.B.3 Choosing a balanced variety of nutritious foods contributes to wellness.	Product labels		Summative Illustrations	Summarize information about food found on product labels.

Focus Topic: Diseases and Health Conditions		Grade Levels: PK-2 (By the end of grade 2)		
2.1.P.C.1 Developing self-help skills and personal hygiene skills promotes healthy habits.	Self-help Hygiene	http://lessonplanspage.com/physical-education-health/	Performance Task Chart Timelines Simulations	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
2.1.2.C.1 Knowledge about diseases and disease prevention promotes health-enhancing behaviors.	Diseases Symptoms	https://www.cdc.gov/	Summative Journal/Chart Illustrations	Summarize symptoms of common diseases and health conditions.

2.1.2.C.2 Knowledge about diseases and disease prevention promotes health-enhancing behaviors.	Prevent/Prevention Health Conditions		Summative Journal/Chart Illustrations Performance Task	Summarize strategies to prevent the spread of common diseases and health conditions.
2.1.2.C.3 Knowledge about diseases and disease prevention promotes health-enhancing behaviors.	Wellness Health-enhancing		Journal/Chart Timelines Illustrations	Determine how personal feelings can affect one's wellness.

Focus Topic: Safety		Grade Levels: PK-2 (By the end of grade 2)		
2.1.P.D.1 Developing an awareness of potential hazards in the environment impacts personal health and safety.		http://www.nasbe.org/project/center-for-safe-and-healthy-schools/	Journal/Chart Structure dialogue Role Play Performance Task Illustrations	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).
2.1.P.D.2 Developing an awareness of potential hazards in the environment impacts personal health and safety.			Illustrations Performance Task	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).
2.1.P.D.3 Developing an awareness of potential hazards in the environment impacts personal health and safety.			Illustrations Performance Task Journal/Chart	Identify community helpers who assist in maintaining a safe environment.
2.1.P.D.4 Developing an awareness of potential hazards in the environment impacts personal health and safety.			Performance Task Structure dialogue	Know how to dial 911 for help.
2.1.2.D.1 Using personal safety strategies reduces the number of injuries to self and others.	Personal safety Fire safety Poison safety Accident prevention	http://www.healthworldeducation.org/shop/safely-smart?gclid=CjwKCAjA7JfSBRBrEiwA1DW	Role Play Illustrations	Identify ways to prevent injuries at home, school, and in the community (i.e. fire safety, poison safety, accident prevention).

2.1.2.D.2 Using personal safety strategies reduces the number of injuries to self and others.	Strangers Acquaintances Trusted adults	SGzrrUCUA_DgA7O9nJe-s8JkRdAgS4oAksC-0h09qlxaRTNH995nG8RoCbEMQAvD_BwE	Performance Task Role Play	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touch.
2.1.2.D.3 Using personal safety strategies reduces the number of injuries to self and others.	Pedestrian	https://sharemylesson.com/lessons/elementary-3-5/health	Summative Illustrations	Identify procedures associated with pedestrian, bicycle, and traffic safety.

Focus Topic: Social and Emotional Health		Grade Levels: K-2 (By the end of grade 2)		
2.1.2.E.1 Many factors at home, school, and in the community impact social and emotional health.	Social Emotional Needs	https://sharemylesson.com/lessons/elementary-3-5/health	Role Play Illustrations Summative	Identify basic social and emotional needs of all people.
2.1.2.E.2 Many factors at home, school, and in the community impact social and emotional health.	Conflict Prevent Resolve	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=11039#.WkZ05vCnEdU	Role Play Illustrations Summative Journal	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
2.1.2.E.3 Many factors at home, school, and in the community impact social and emotional health.	Coping Stress		Role Play Illustrations Summative	Explain healthy ways of coping with common stressful situations experienced by children.

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

Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Interpersonal Communication		Grade Levels: K-2 (By the end of grade 2)		

2.2.2.A.1 Effective communication may be a determining factor in the outcome of health- and safety-related situations.	Needs Wants Feelings	http://lessonplanspage.com/physical-education-health/	Journal Chart Graphic Organizer	Express needs, wants, and feelings in health- and safety-related situations.
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Focus Topic: Decision-Making and Goal Setting		Grade Levels: K-2 (By the end of grade 2)		
2.2.2.B.1 Effective decision-making skills foster healthier lifestyle choices.	Decisions	http://lessonplanspage.com/physical-education-health/	Role Play Journal	Explain what a decision is and why it is advantageous to think before acting.
2.2.2.B.2 Effective decision-making skills foster healthier lifestyle choices.	Decision-making Lifestyle choices		Journal Performance Task	Relate decision-making by self and others to one's health.
2.2.2.B.3 Effective decision-making skills foster healthier lifestyle choices.	Peers Technology Culture Media		Journal Role Play	Determine ways parents, peers, technology, culture, and media influence health decisions.
2.2.2.B.4 Effective decision-making skills foster healthier lifestyle choices.	Personal health Goal		Journal Chart Graphic Organizer	Select a personal health goal and explain why setting a goal is important.

Focus Topic: Character Development		Grade Levels: K-2 (By the end of grade 2)		
2.2.2.C.1 Character traits are often evident in behaviors exhibited by individuals when interacting with others.	Character Reflected	https://www.youtube.com/watch?v=8jE6j5oCay4	Role Play Illustrations Summative	Explain the meaning of <i>character</i> and how it is reflected in the thoughts, feelings, and actions of oneself and others.
2.2.2.C.2 Character traits are often evident in behaviors exhibited by individuals when interacting with others.		https://www2.mcrel.org/lesson-plans/health/healthpe/lessons.asp	Role Play Illustrations Graphic Organizer Summative	Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.

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Focus Topic: Advocacy and Service		Grade Levels: K-2 (By the end of grade 2)		
2.2.2.D.1 Service projects provide an opportunity to have a positive impact on the lives of self and others.	Service Benefits Positive impact		Role Play Illustrations Summative	Determine the benefits of oneself and others of participating in a class or school service activity.

Focus Topic: Health Services and Information		Grade Levels: PK-2 (By the end of grade 2)		
2.2.P.E.1 Developing an awareness of potential hazards in the environment impacts personal health and safety.		http://www.nasbe.org/project/center-for-safe-and-healthy-schools/	Journal Chart Graphic Organizer	Identify community helpers who assist in maintaining a safe environment.
2.2.2.E.1 Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information..	Health professionals Health emergencies Reliable information		Performance Task Role Play Structure Dialogue	Determine where to access home, school, and community health professionals.

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Medicines		Grade Levels: K-2 (By the end of grade 2)		

2.3.2.A.1 Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	Prescription Over-the-counter Medicinal	http://lessonplanspage.com/physical-education-health/	Journal Illustrations Summative	Explain what medicines are and when some types of medicines are used.
2.3.2.A.2 Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	Administered Medicines		Journal Illustrations Summative	Explain why medicines should be administered directly.

Focus Topic: Alcohol, Tobacco, and Other Drugs		Grade Levels: K-2 (By the end of grade 2)		
2.3.2.B.1 Use of drugs in unsafe ways is dangerous and harmful.	Abuse	https://sharemylesson.com/lessons/elementary-3-5/health	Illustrations Summative	Identify ways that drugs can be abused.
2.3.2.B.2 Use of drugs in unsafe ways is dangerous and harmful.	Hygiene Tobacco		Illustrations Summative	Explain effects of tobacco use on personal hygiene, health, and safety.
2.3.2.B.3 Use of drugs in unsafe ways is dangerous and harmful.	Tobacco Non-smoker		Illustrations Summative	Explain why tobacco smoke is harmful for nonsmokers.
2.3.2.B.4 Use of drugs in unsafe ways is dangerous and harmful.	Alcohol		Graphic Organizer Chart	Identify products that contain alcohol.
2.3.2.B.5 Use of drugs in unsafe ways is dangerous and harmful.	Substances Inhaled		Graphic Organizer Chart	List substances that should never be inhaled and explain why.

Focus Topic: Dependency/Addiction and	Grade Levels: K-2 (By the end of grade 2)		
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Treatment				
2.3.2.C.1 Substance abuse is caused by a variety of factors.	Substance abuse		Role Play Illustrations Summative	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
2.3.2.C.2 There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.	Treatment		Illustrations Summative	Explain that people who abuse alcohol, tobacco, and other drugs can get help.

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Relationships		Grade Levels: K-2 (By the end of grade 2)		
2.4.2.A.1 The family unit encompasses the diversity of family forms in contemporary society.	Family unit Diversity Contemporary society	http://lessonplanspage.com/physical-education-health/	Graphic Organizer Illustrations	Compare and contrast different kinds of families locally and globally.
2.4.2.A.2 The family unit encompasses the diversity of family forms in contemporary society.	Roles		Illustrations Role Play Performance Task Journal	Distinguish the roles and responsibilities of different family members.
2.4.2.A.3 The family unit encompasses the diversity of family forms in contemporary society.	Healthy relationships		Role Play Journal	Determine the factors that contribute to healthy relationships.

Focus Topic: Sexuality	Grade Levels: K-2 (By the end of grade 2)
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2.4.2.B.1 Gender-specific similarities and differences exist between males and females.	Gender Males Females		Journal Graphic Organizer Summative	Compare and contrast physical differences and similarities of the genders.
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Focus Topic: Pregnancy and Parenting		Grade Levels: K-2 (By the end of grade 2)		
2.4.2.C.1 The health of the birth mother impacts the development of the fetus.	Fetus Birth mother		Illustrations Graphic Organizer	Explain the factors that contribute to a mother having a healthy baby.

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.				
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Movement Skills and Concepts		Grade Levels: PK-2 (By the end of grade 2)		
2.5.P.A.1 Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.	Gross motor skills	http://www.topendsports.com/testing/tests/	Performance Task Teacher Observation	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
2.5.P.A.2 Developing competence and confidence in gross and fine motor skills provides a foundation for participation	Fine motor skills	http://lessonplanspage.com/physical-education-health/	Performance Task Teacher Observation	Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized

in physical activities.				manipulatives during play, and uses a variety of writing instruments in a conventional manner.
2.5.P.A.3 Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.	Spatial Coordination		Performance Task Teacher Observation	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.
2.5.2.A.1 Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	Recreational activities Games Sports Movement skills		Performance Task Teacher Observation	Explain and perform <i>movement skills</i> with developmentally appropriate control in isolated settings (i.e., skill practice) and applied setting (i.e., games, sports, dance, and recreational activities).
2.5.2.A.2 Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	Ranges Pathways Force and flow		Performance Task Teacher Observation	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
2.5.2.A.3 Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	Tempo Beat Rhythm		Performance Task Teacher Observation	Respond in movement to changes in tempo, beat, rhythm, or musical style.
2.5.A.4 Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	Responsive		Performance Task Discussion Teacher Observation	Correct movement errors in response to feedback.

Focus Topic: Strategy

Grade Levels: K-2 (By the end of grade 2)

2.5.2.B.1 Teamwork consists of effective communication and other interactions between team members.	Competitive Cooperative	https://www.teacher.org/lesson-plans/p-e/	Performance Task Discussion Teacher Observation	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
2.5.2.B.1 Teamwork consists of effective communication and other interactions between team members.	Offense Defense		Journal Discussion Teacher Observation	Explain the difference between offense and defense.
2.5.2.B.1 Teamwork consists of effective communication and other interactions between team members.	Attitude Communication Interaction		Performance Task Teacher Observation	Determine how attitude impacts physical performance.
2.5.2.B.1 Teamwork consists of effective communication and other interactions between team members.	Team/group members Teamwork Goals		Performance Task Teacher Observation	Demonstrate strategies that enable team <i>and group</i> members to achieve goals.

Focus Topic: Sportsmanship, Rules, and Safety		Grade Levels: K-2 (By the end of grade 2)		
2.5.2.C.1 Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	Sportsmanship	https://www.teacher.org/lesson-plans/p-e/	Journal Discussion Teacher Observation	Explain what it means to demonstrate good sportsmanship.
2.5.2.C.2 Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.				Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.

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

Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
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Focus Topic: Fitness and Physical Activity		Grade Levels: PK-2 (By the end of grade 2)		
2.6.P.A.1 Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.	Motor skills Gross Fine	http://lessonplanspage.com/physical-education-health/	Performance Task Teacher Observation	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
2.6.P.A.2 Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.	Writing instruments		Performance Task Teacher Observation	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).
2.6.2.A.1 Appropriate types and amounts of physical activity enhance personal health.	Physical activity	http://lessonplanspage.com/tootsie-roll-flexibility-lesson/	Discussion Teacher Observation	Explain the role of regular physical activity in relation to personal health.
2.6.2.A.2 Appropriate types and amounts of physical activity enhance personal health.	Fitness		Discussion Teacher Observation	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
2.6.2.A.3 Appropriate types and amounts of physical activity enhance personal health.	Progress Personal health		Graphic Organizer Journal Summative	Develop a fitness goal and monitor progress towards achievement of the goal.

Assessments	Formative, summative, alternative assessments, performance assessments, project assessments, performance tasks, exit tickets, observations, benchmark; skill based assessments
21st Century Skills and Career Integration	Informational sources
Technology Integration	Digital tools
Interdisciplinary Connections	ELA Informational text; Science- Informational Text (health)
Core Instructional and	Core Instruction: Internet resources

Supplemental Materials	Supplemental: videos, online modules
Modifications/Accommodations	Small group instruction; peer system of support; modified project rubrics Special Education: small group instruction; modified project rubrics; adapted PE G&T: enrichment activities; small group instruction

2.1 All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Personal Growth and Development		Grade Levels: 3-4 (By the end of grade 4)		
2.1.4.A.1 The dimensions of wellness are interrelated and impact overall well-being.	Wellness	http://www.pecentral.org/	Essay Summative	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
2.1.4.A.2 The dimensions of wellness are interrelated and impact overall well-being.	Health practices Personal health		Discussion Summative Graphic Organizer/Journal	Determine the relationship of personal health practices and behaviors on an individual's body system.

Focus Topic: Nutrition		Grade Levels: 3-4 (By the end of grade 4)		
2.1.4.B.1 Choosing a balanced variety of nutritious foods contributes to wellness.	Nutritious Wellness Disease	https://www.choosemyplate.gov/ http://lessonplanspage.com/pemusicfruitvegetab	Journal Illustrations Essay Summative	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.

2.1.4.B.2 Choosing a balanced variety of nutritious foods contributes to wellness.	Healthy Unhealthy	lesongonly3-htm/	Graphic Organizer Essay	Differentiate between healthy and unhealthy eating practices.
2.1.4.B.3 Choosing a balanced variety of nutritious foods contributes to wellness.	Nutritional Calories		Performance Task	Create a healthy meal based on nutritional content, value, calories, and cost.
2.1.4.B.4 Choosing a balanced variety of nutritious foods contributes to wellness.	Food labels		Essay Summative	Interpret food product labels based on nutritional content.

Focus Topic: Diseases and Health Conditions	Grade Levels: 3-4 (By the end of grade 4)
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2.1.4.C.1 The use of disease prevention strategies in home, school, and community promotes personal health.	Disease Prevention	https://www.cdc.gov/	Essay Summative	Explain how most diseases and health conditions are preventable.
2.1.4.C.2 The use of disease prevention strategies in home, school, and community promotes personal health.	Sanitation Waste disposal		Presentation Discussion Essay Summative	Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.
2.1.4.C.3 The use of disease prevention strategies in home, school, and community promotes personal health.	Mental health		Essay Summative Role Play	Explain how mental health impacts one's wellness.

Focus Topic: Safety	Grade Levels: 3-4 (By the end of grade 4)
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2.1.4.D.1 Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.	Safe Unsafe Prevention Fire safety Poison safety	http://www.nasbe.org/project/center-for-safe-and-healthy-schools/ http://www.healthworldeducation.org/shop/safe	Graphic Organizer Essay Presentation	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).
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2.1.4.D.2 Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.	Abuse	ty-smart?gclid=CjwKCAjA7JfSBRBrEiwA1DW SGzrrUCUA_DgA7Q9nJe-s8JkRdAgS4oAksC-0h09qlxaRTNH995nG8RoCbEMQAvD_BwE	Essay Summative	Summarize the various forms of abuse and ways to get help.
2.1.4.D.3 Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.	Vehicles Transportation Pedestrian		Essay Role Play Summative	Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
2.1.4.D.4 Applying first-aid procedures can minimize injury and save lives.	First-aid		Presentation Role Play Summative	Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.

Focus Topic: Social and Emotional Health		Grade Levels: 3-4 (By the end of grade 4)		
2.1.4.E.1 Many factors at home, school, and in the community impact social and emotional health.	Social health Emotional health	http://lessonplanspage.com/physical-education-health/	Essay Graphic Organizer	Compare and contrast how individuals and families attempt to address basic human needs.
2.1.4.E.2 Many factors at home, school, and in the community impact social and emotional health.	Gang Harassment Bullying Discrimination Conflicts		Role Play Essay Graphic Organizer	Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.
2.1.4.E.3 Many factors at home, school, and in the community impact social and emotional health.	Rejection		Journal Essay	Determine ways to cope with rejection, loss, and separation.
2.1.4.E.4 Stress management skills impact an individual's ability to cope with different types of emotional situations.	Stress		Essay Summative Journal	Summarize the causes of stress and explain ways to deal with stressful situations.

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

Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Interpersonal Communication		Grade Levels: 3-4 (By the end of grade 4)		
2.2.4.A.1 Effective communication may be a determining factor in the outcome of health- and safety-related situations.	Interpersonal	https://www2.mcrel.org/lesson-plans/health/healthpelesons.asp	Role Play Dialogue Journal	Demonstrate effective interpersonal communication in health- and safety-related situations.
2.2.4.A.2 Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	Conflicts Disagreements		Role Play Dialogue Journal	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.

Focus Topic: Decision Making and Goal Setting		Grade Levels: 3-4 (By the end of grade 4)		
2.2.4.B.1 Many health-related situations require the application of a thoughtful decision-making process.	Decision-making	http://lessonplanspage.com/physical-education-health/	Role Play Dialogue Journal	Use the decision-making process when addressing health-related issues.
2.2.4.B.2 Many health-related situations require the application of a thoughtful decision-making process.	Health-related Independently		Role Play Essay Journal Graphic Organizer	Differentiate between situations when a health-related decision should be made independently or with the help of others.
2.2.4.B.3 Many health-related situations require the application of a thoughtful decision-making process.	Media Culture Peers		Essay Summative Graphic Organizer	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
2.2.4.B.4 Many health-related situations require the application of a thoughtful decision-making process.	Tracking		Journal Performance Task	Develop a personal health goal and track progress.

Focus Topic: Character Development	Grade Levels: 3-4 (By the end of grade 4)
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2.2.4.C.1 Personal core ethical values impact the health of oneself and others.	Character Ethical	https://www.youtube.com/watch?v=8jE6j5oCay4	Role Play Dialogue Essay	Determine how an individual's character develops over time and impacts personal health.
2.2.4.C.2 Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.	Ethical Empathy Respect Citizenship Acceptance Sportsmanship		Essay Graphic Organizer Summative	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
2.2.4.C.3 Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.	Discrimination Bullying Abuse Violence Disrespect		Role Play Dialogue Illustrations Essay Research	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.

Focus Topic: Advocacy and Service		Grade Levels: 3-4 (By the end of grade 4)		
2.2.4.D.1 <i>Service projects</i> provide an opportunity to have a positive impact on the lives of self and others.	Advocacy Service		Essay	Explain the impact of participation in different kinds of service projects on community wellness.

Focus Topic: Health Services and Information		Grade Levels: 3-4 (By the end of grade 4)		
2.2.4.E.1 Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.	Prevention Detection	http://www.nasbe.org/project/center-for-safe-and-healthy-schools/	Essay Graphic Organizer	Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.
2.2.4.E.2 Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.			Essay Role Play	Explain when and how to seek help when experiencing a health problem.

2.3 Drugs and Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.				
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Medicines		Grade Levels: 3-4 (By the end of grade 4)		
2.3.4.A.1 Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	Prescription Over-the-counter		Essay Graphic Organizer	Distinguish between over-the-counter and prescription medicines.
2.3.4.A.2 Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	Side effects		Research project Essay	Determine possible side effects of common types of medicines.
Focus Topic: Alcohol, Tobacco, and Other Drugs		Grade Levels: 3-4 (By the end of grade 4)		
2.3.4.B.1 Use of drugs in unsafe ways is dangerous and harmful.	Illegal Drugs Substances Consequences	http://lessonplanspage.com/physical-education-health/	Essay Journal Graphic Organizer	Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.
2.3.4.B.2 Use of drugs in unsafe ways is dangerous and harmful.	Tobacco		Essay Journal Graphic Organizer	Compare the short- and long-term physical effects of all types of tobacco use.
2.3.4.B.3 Use of drugs in unsafe ways is dangerous and harmful.	Second-hand/passive Wellness Nonsmokers		Journal Graphic Organizer	Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.

2.3.4.B.4 Use of drugs in unsafe ways is dangerous and harmful.	Short-term Long-term Alcohol		Essay Summative	Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.
2.3.4.B.5 Use of drugs in unsafe ways is dangerous and harmful.	Inhaling Substances		Essay Summative	Identify the short- and long-term physical effects of inhaling certain substances.

Focus Topic: Dependency/Addiction and Treatment	Grade Levels: 3-4 (By the end of grade 4)			
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2.3.4.C.1 Substance abuse is caused by a variety of factors.	Addiction Substance abuse		Observation Role Play Illustrations	Identify signs that a person might have an alcohol, tobacco, and/or drug use problems.
2.3.4.C.2 Substance abuse is caused by a variety of factors.	Use Abuse Misuse		Graphic Organizer Essay	Differentiate between drug use, abuse, and misuse.
2.3.4.C.3 Substance abuse is caused by a variety of factors.			Research Survey Essay	Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply and use these concepts to support a healthy, active lifestyle.

Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
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Focus Topic: Relationships	Grade Levels: 3-4 (By the end of grade 4)			
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2.4.4.A.1 The family unit encompasses the diversity of family forms in contemporary society.	Family unit Values	http://lessonplanspage.com/physical-education-health/	Essay Journal Presentation	Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.
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2.4.4.A.2 The family unit encompasses the diversity of family forms in contemporary society.	Family values Family relationships		Essay Presentation	Explain why healthy relationships are fostered in some families and not others.
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Focus Topic: Sexuality	Grade Levels: 3-4 (By the end of grade 4)			
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2.4.4.B.1 Puberty is a period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.	Puberty Hormones Genetics Heredity		Graphic Organizer Illustration Role Play Discussion	Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.
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Focus Topic: Pregnancy and Parenting	Grade Levels: 3-4 (By the end of grade 4)			
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2.4.4.C.1 Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.	Childbirth Embryo/fetus Pregnancy Fertilization		Illustrations Graphic Organizer Essay Timeline	Explain the process of fertilization and how cells divide and create embryo/fetus that grows and develops during pregnancy.
2.4.4.C.2 The health of the birth mother impacts the development of the fetus.	Fetus Birth mother		Illustrations Graphic Organizer Essay Timeline	Relate the health of the birth mother to the development of a healthy fetus.

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.				
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Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
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Focus Topic: Movement Skills and Concepts	Grade Levels: 3-4 (By the end of grade 4)			
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2.5.4.A.1 Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	Movement skills Isolated setting Applied setting	http://www.topendsports.com/testing/tests/	Performance Task Discussion Teacher Observation	Explain and perform <i>essential elements of movement skills</i> in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.4.A.2 Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	Body management Boundaries Space		Performance Task Teacher Observation	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
2.5.4.A.3 Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.			Performance Task Discussion Teacher Observation	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.5.4.A.4 Ongoing feedback impacts improvement and effectiveness of movement actions.			Performance Task Discussion Teacher Observation	Correct movement errors in response to feedback and explain how the change improves performance.

Focus Topic: Strategy		Grade Levels: 3-4 (By the end of grade 4)		
2.5.4.B.1 Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.	Position Offensive Defensive	http://lessonplanspage.com/physical-education-health/	Performance Task Discussion Teacher Observation	Explain and demonstrate the use of basic offensive and defensive strategies (i.e., player positioning, faking, dodging, creating open areas, and defending space).
2.5.4.B.2 Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.			Discussion Teacher Observation	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.

Focus Topic: Sportsmanship, Rules, and Safety	Grade Levels: 3-4 (By the end of grade 4)
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2.5.4.C.1 Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	Sportsmanship Competitive	https://www.teacher.org/lesson-plans/p-e/	Discussion Teacher Observation	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
2.5.4.C.2 Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	Procedures Physical activity Active environment		Performance Task Teacher Observation	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

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

Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Fitness and Physical Activity		Grade Levels: 3-4 (By the end of grade 4)		
2.6.4.A.1 Each component of fitness contributes to personal health as well as motor skill performance.	Personal health Fitness	http://lessonplanspage.com/tootsie-roll-flexibility-lesson/	Performance Task Research Teacher Observation	Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
2.6.4.A.2 Each component of fitness contributes to personal health as well as motor skill performance.	Skill-related fitness		Performance Task Journal Teacher Observation	Participate in moderate to vigorous age-appropriate activities that address each component of health-related and <i>skill-related fitness</i> .
2.6.4.A.3 Each component of fitness contributes to personal health as well as motor skill performance.	Health-related fitness Tracking Indicators		Journal Timeline Summative	Develop <i>health-related fitness</i> goal and track progress using health/fitness indicators.
2.6.4.A.4 Each component of fitness contributes to personal health as well as motor skill performance.	Personal fitness Heredity Diet		Performance Task Research Project Essay Summative	Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

Assessments	Formative, summative, alternative assessments, performance assessments, project assessments, performance tasks, exit tickets, observations, benchmark; skill based assessments
21st Century Skills and Career Integration	Informational sources
Technology Integration	Digital tools
Interdisciplinary Connections	ELA Informational text; Science- Informational Text (health)
Core Instructional and Supplemental Materials	Core Instruction: Internet resources Supplemental: videos, online modules
Modifications/Accommodations	Small group instruction; peer system of support; modified project rubrics Special Education: small group instruction; modified project rubrics; adapted PE G&T: enrichment activities; small group instruction

2.1: Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Personal Growth and Development		Grade Levels: 5-6 (By the end of grade 6)		
2.1.6.A.1 Staying healthy is a lifelong process that includes all dimensions of wellness.	Wellness Health data	http://www.pecentral.org/	Essay Research Project Presentation	Explain how health data can be used to assess and improve each dimension of personal wellness.

2.1.6.A.2 Staying healthy is a lifelong process that includes all dimensions of wellness.	Heredity		Journal Performance Task	Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
2.1.6.A.3 Staying healthy is a lifelong process that includes all dimensions of wellness.	Personal hygiene		Essay Presentation Research Project	Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.

Focus Topic: Nutrition	Grade Levels: 5-6 (By the end of grade 6)			
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2.1.6.B.1 Eating patterns are influenced by a variety of factors.	Eating patterns	https://www.choosemyplate.gov/	Graphic Organizer Illustrations Research Essay	Determine factors that influence food choices and eating patterns.
2.1.6.B.2 Eating patterns are influenced by a variety of factors.	Nutritional		Essay Summative	Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
2.1.6.B.3 Eating patterns are influenced by a variety of factors.	Calories		Graphic Organizer Journal Summative	Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
2.1.6.B.4 Eating patterns are influenced by a variety of factors.	Nutritional information		Graphic Organizer Essay	Compare and contrast nutritional information on similar food products in order to make informed choices.

Focus Topic: Diseases and Health Conditions	Grade Levels: 5-6 (By the end of grade 6)			
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2.1.6.C.1 The early detection and treatment of diseases and health conditions impact one's health.	Prevalent Treatment	https://www.cdc.gov/	Essay Presentation	Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.
2.1.6.C.2 The early detection and treatment of diseases and health conditions impact one's health.	Public health Diseases		Research Task	Determine the impact of public health strategies in preventing diseases and health conditions.

2.1.6.C.3 The early detection and treatment of diseases and health conditions impact one’s health.	Depression Anxiety Panic disorders Phobias		Graphic Organizer Essay	Compare and contrast common mental illness (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.
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Focus Topic: Safety	Grade Levels: 5-6 (By the end of grade 6)			
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2.1.6.D.1 Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.	Intentional injuries Unintentional injuries Prevention	http://www.nasbe.org/project/center-for-safe-and-healthy-schools/	Essay Presentation	Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
2.1.6.D.2 Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.	Abuse	http://www.healthworldeducation.org/shop/safety-smart?gclid=CjwKCAjA7JfSBRBrEiwA1DW SGzrrUCUA_DgA7Q9nJe-s8JkRdAgS4oAksC-0h09qlxaRTNH995nG8RoCbEMQAvD_BwE	Essay Presentation Role Play Dialogue	Explain what to do if abuse is suspected or occurs.
2.1.6.D.3 Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.	Traffic safety system		Illustrations Essay Presentation	Summarize the components of the traffic safety system and explain how people contribute to making the system effective.
2.1.6.D.4 Applying first-aid procedures can minimize injury and save lives.	First-aid procedures		Presentation Role Play	Assess when to use basic first-aid procedures.

Focus Topic: Social and Emotional Health	Grade Levels: 5-6 (By the end of grade 6)			
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2.1.6.E.1 Social and emotional development impacts all components of wellness.	Social Emotional Personal assets	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12478#.WkZ0GfCnEdU	Research Performance task Journal	Examine how personal assets and protective factors support healthy social and emotional development.
2.1.6.E.2 Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion,	Conflict Harassment Violence Gang		Presentation Performance Task	Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.

and/or culture provide a foundation for the prevention and resolution of conflict.	Discrimination Bullying			
2.1.6.E.3 Stress management skills impact an individual's ability to cope with different types of emotional situations.	Cope Crisis Rejection		Graphic Organizers Essay	Compare and contrast different ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.

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

Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Interpersonal Communication		Grade Levels: 5-6 (By the end of grade 6)		
2.2.6.A.1 Effective communication may be a determining factor in the outcome of health- and safety-related situations.	Verbal Nonverbal	https://www2.mcrel.org/lesson-plans/health/healthpelesons.asp	Role Play Presentation Performance Task Teacher observation	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.
2.2.6.A.2 Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	Refusal skills Negotiation skills Assertiveness skills		Role Play Presentation Performance Task Teacher observation	Demonstrate the use of refusal, negotiation, and assertiveness skills in different situations.

Focus Topic: Decision-Making and Goal Setting		Grade Levels: 5-6 (By the end of grade 6)		
2.2.6.B.1 Every health-related decision has long- and short-term consequences and affects the ability to reach health goals.	Decision-making	http://lessonplanspage.com/physical-education-health/	Performance Task Teacher Observation	Use effective decision-making strategies.
2.2.6.B.2 Every health-related decision has long- and short-term consequences and affects the ability to reach health goals.	Health-related decision Alternative decision Prediction		Journal Essay	Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
2.2.6.B.3 Every health-related decision has long- and short-term consequences and affects the ability to reach health goals.	Conflict		Role Play	Determine how conflicting interests may influence one's decisions.
2.2.6.B.4 Every health-related decision has long- and short-term consequences and affects the ability to reach health goals.	Short term Long term		Journal Timeline	Apply personal health data and information to support achievement of one's short- and long-term health goals.

Focus Topic: Character Development		Grade Levels: 5-6 (By the end of grade 6)		
2.2.6.C.1 Personal core ethical values impact behavior of oneself and others.	Ethical values Character values	https://www.youtube.com/watch?v=8jE6j5oCay4	Role Play Presentation Dialogue	Explain how character and core ethical values can be useful in addressing challenging situations.
2.2.6.C.2 Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.	Predict Ethical values Sportsmanship Violence		Journal Essay	Predict situations that may challenge an individual's core ethical values.
2.2.6.C.3 Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.	Acceptance Discrimination Bullying Abuse Disrespect		Graphic Organizer Presentation	Develop ways to proactively include peers with disabilities at home, at school, and in community activities.

Focus Topic: Advocacy and Service		Grade Levels: 5-6 (By the end of grade 6)		
2.2.6.D.1 Participation in social and health- or service-organization initiatives have a positive social impact.	Service organizations Volunteer services		Dialogue Teacher observation	Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer services.
2.2.6.D.2 Participation in social and health- or service-organization initiatives have a positive social impact.	Advocacy Peer position		Research Task Presentation	Develop a position about a health issue in order to inform peers.

Focus Topic: Health Services and Information		Grade Levels: 5-6 (By the end of grade 6)		
2.2.6.E.1 Health literacy includes the ability to compare and evaluate health resources.	Health literacy Valid and reliable sources	http://www.nasbe.org/project/center-for-safe-and-healthy-schools/	Graphic Organizer Research Task	Determine the validity and reliability of different types of health resources.
2.2.6.E.2 Communicating health needs to trusted adults and professionals assist in the prevention, early detection, and treatment of health problems.	Trusted adults Detection Prevention Treatment		Role Play Formative	Distinguish health issues that warrant support from trusted adults or health professionals.

2.3: Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Medicines				
Grade Levels: 5-6 (By the end of grade 6)				
2.3.6.A.1 Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	Short term effects Long term effects Abuse Over-the-counter Prescription Herbal supplement	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12466#.WkZ0qfCnEdU	Essay Graphic Organizer	Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.

2.3.6.A.2 Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	Over-the-counter Prescriptions		Essay Graphic Organizer	Compare information found on over-the-counter and prescription medicines.
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Focus Topic: Alcohol, Tobacco, and Other Drugs		Grade Levels: 5-6 (By the end of grade 6)		
2.3.6.B.1 There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.	Prevention Substance abuse	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9614#.WkZ12fCnEdU	Research task Essay Graphic Organizer	Explain the system of drug classification and why it is useful in preventing substance abuse.
2.3.6.B.2 There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.	Tobacco Incidence		Essay	Relate tobacco use and the incidence of disease.
2.3.6.B.3 There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.	Laws- Policies- Procedures Smokers/nonsmokers		Research task Essay Graphic Organizer	Compare the effect of laws, policies, and procedures on smokers and nonsmokers.
2.3.6.B.4 There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.	Risky health behaviors Harmful		Research task Essay Graphic Organizer	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.
2.3.6.B.5 There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.	Decision-making		Research Task Role Play	Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.
2.3.6.B.6 There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.	Inhalant		Essay	Summarize the signs and symptoms of inhalant abuse.

2.3.6.B.7 There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.	Injected drugs HIV/AIDS Hepatitis		Research Task Essay	Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.
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Focus Topic: Dependency/Addiction and Treatment		Grade Levels: 5-6 (By the end of grade 6)		
2.3.6.C.1 Substance abuse is caused by a variety of factors.	Addiction Dependency Substance abuse	http://lessonplanspage.com/physical-education-health/	Essay Journal	Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
2.3.6.C.2 Substance abuse is caused by a variety of factors.	Wellness Addiction Dependency		Essay Journal	Explain how wellness is affected during the stages of drug dependency/addiction.
2.3.6.C.3 Substance abuse is caused by a variety of factors.	Peer pressure Self-esteem Genetics Role models		Research Task Dialogue	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.
2.3.6.C.4 There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.	Drug-free Treatment Substance abuse		Research Task Dialogue	Determine the effective strategies to stop using alcohol, tobacco, and other drugs, and that support the ability to remain to remain drug-free.

2.4: Human Relationships and Sexuality: All students will acquire knowledge about physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
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Focus Topic: Relationships		Grade Levels: 5-6 (By the end of grade 6)		
2.4.6.A.1 Healthy relationships require a mutual commitment.	Family	http://lessonplanspage.com/physical-education-health/	Role Play Graphic Organizer Essay	Compare and contrast how families may change over time.
2.4.6.A.2 Healthy relationships require a mutual commitment.	Friendships Relationships Mutual commitment		Observation Role Play Summative	Analyze the characteristics of healthy friendships and other relationships.
2.4.6.A.3 Healthy relationships require a mutual commitment.	Relationships Mutual commitment		Observation Discussion Role Play	Examine the types of relationships adolescents may experience.
2.4.6.A.4 Healthy relationships require a mutual commitment.	Resolution Friendships Mutual commitment		Role Play	Demonstrate successful resolution of a problem(s) among friends in other relationships.
2.4.6.A.5 Healthy relationships require a mutual commitment.	Dating Dating behaviors Mutual commitment		Essay Graphic Organizer	Compare and contrast the role of dating and dating behaviors in adolescence.

Focus Topic: Sexuality		Grade Levels: 5-6 (By the end of grade 6)		
2.4.6.B.1 Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.	Adolescents Growth Growth patterns	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12642#.WkZ0XvCnEdU	Essay Graphic Organizer	Compare growth patterns of males and females during adolescence.
2.4.6.B.2 Responsible actions regarding sexual behavior impact the health of oneself and others.	Abstinent Sexually active		Graphic Organizer Essay Summative	Summarize strategies to remain abstinent and resist pressures to become sexually active.
2.4.6.B.3 Responsible actions regarding sexual behavior impact the health of oneself and others.	HIV/AIDS STI HPV Pregnancy		Research Task Graphic Organizer	Determine behaviors that place one at risk for HIV/AIDS, STI's, HPV, or unintended pregnancy.

2.4.6.B.4 Responsible actions regarding sexual behavior impact the health of oneself and others.	Sexual behaviors Impacts		Research Task Discussion	Predict the possible physical, social, emotional impacts of adolescent decisions regarding sexual behavior.
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Focus Topic: Pregnancy and Parenting		Grade Levels: 5-6 (By the end of grade 6)		
2.4.6.C.1 Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.	Fertilization Embryonic growth Fetal development		Illustration Graphic Organizer Essay	Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.
2.4.6.C.2 Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.	Pregnancy Symptoms		Research task Graphic Organizer	Identify the sign and symptoms of pregnancy.
2.4.6.C.3 Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.	Prenatal Healthy pregnancy		Research Task	Identify prenatal practices that support a healthy pregnancy.
2.4.6.C.4 Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood.	Adolescent parents Parenthood Financial responsibility		Discussion Formative	Predict challenges that may be faced by adolescent parents and their families.

2.5: Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Movement Skills and Concepts		Grade Levels: 5-6 (By the end of grade 6)		
2.5.6.A.1 Understanding fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	Movement skills Isolated setting Applied setting	http://www.topendsports.com/testing/tests/	Performance Task Teacher observation	Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequencing in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.6.A.2 Understanding fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	Force and motion Flow Time Space Dynamic environment		Discussion Teacher observation	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
2.5.6.A.3 Understanding fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	Planned movement Sequences Tempo, beat, rhythm		Performance Task Teacher observation	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
2.5.6.A.4 Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.	Performing/performance Movement skills Self-evaluation Constructive feedback		Performance Task Rubric Teacher observation	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

Focus Topic: Strategy

Grade Levels: 5-6 (By the end of grade 6)

2.5.6.B.1 There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.	Offense Defense Cooperative strategies		Performance Task Teacher observation	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team, and group activities.
2.5.6.B.2 There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.	Tactical strategies Goals Activity situations		Discussion Essay Teacher Observation	Compare and contrast strategies used to impact individual, team, and group effectiveness and make modifications for improvement.

Focus Topic: Sportsmanship, Rules, and Safety	Grade Levels: 5-6 (By the end of grade 6)			
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2.5.6.C.1 Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	Players Observers Sportsmanship	https://www.teacher.org/lesson-plans/p-e/	Teacher observation	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
2.5.6.C.2 Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	Participation Competitive activities		Performance Task Teacher observation	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
2.5.6.C.3 There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.	Origin Rules Cultures		Performance Task Teacher observation	Relate the origin and rules associated with certain games, sports, and dances to different cultures.

2.6: Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
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Learning Standard	New Vocabulary	Resources	Benchmarks/	Student Evidence
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		Assessments		
Focus Topic: Fitness and Physical Activity		Grade Levels: 5-6 (By the end of grade 6)		
2.6.6.A.1 Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.	Health benefits Fitness	http://lessonplanspage.com/physical-education-health/	Performance Task	Analyze the social, emotional, and health benefits of selected physical experiences.
2.6.6.A.21 Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.	Skill-related fitness Health-related fitness		Performance Task Journal	Determine to what extent various activities improve skill-related fitness versus health-related fitness.
2.6.6.A.3 Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.	Fitness plan Fitness indicator		Performance Task Journal	Develop and implement a fitness plan based on the assessment of one's personal fitness indicators before, during, and after the program.
2.6.6.A.4 Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.	Health status Personal fitness		Performance Task Dialogue	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
2.6.6.A.5 Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.	Body composition		Performance Task Journal	Relate physical activity, healthy eating, and body composition to personal fitness and health.
2.6.6.A.6 Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.	FITT		Performance Task Journal Teacher observation	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
2.6.6.A.7 Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.	Short-term effects Long-term effects Anabolic steroids Performance-enhancing substances		Research Task Graphic Organizer Essay Performance Task	Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

Assessments	Formative, summative, alternative assessments, performance assessments, project assessments,
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	performance tasks, exit tickets, observations, benchmark; skill based assessments
21st Century Skills and Career Integration	Informational sources
Technology Integration	Digital tools
Interdisciplinary Connections	ELA Informational text; Science- Informational Text (health)
Core Instructional and Supplemental Materials	Core Instruction: Internet resources Supplemental: videos, online modules
Modifications/Accommodations	Small group instruction; peer system of support; modified project rubrics Special Education: small group instruction; modified project rubrics; adapted PE G&T: enrichment activities; small group instruction

2.1: Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Personal Growth and Development		Grade Levels: 7-8 (by the end of grade 8)		
2.1.8.A.1 Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.	Wellness Health data	http://www.pecentral.org/	Journal Graphic Organizer	Assess and apply health data to enhance each dimension of personal wellness.
2.1.8.A.2 Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.	Genetics Life stages		Research Task Essay Graphic Organizer	Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
2.1.8.A.3 Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.	Technology Personal health		Research Task Journal	Relate advances in technology to maintaining and improving personal health.

2.1.8.A.4 Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.	Marketing Hygiene		Research Task Presentation	Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.
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Focus Topic: Nutrition	Grade Levels: 7-8 (by the end of grade 8)			
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2.1.8.B.1 Eating patterns are influenced by a variety of factors.	Influences Nutritional balance	https://www.choosemyplate.gov/ http://lessonplanspage.com/how-cutting-calories-leads-to-weight-loss/	Journal Observation	Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
2.1.8.B.2 Eating patterns are influenced by a variety of factors.	Weight Nutrition		Journal Presentation	Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
2.1.8.B.3 Eating patterns are influenced by a variety of factors.	Nutritional plan Lifestyle Special dietary needs Culture		Journal Charts Summative	Design weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.
2.1.8.B.4 Eating patterns are influenced by a variety of factors.	Nutritional values Products Supplements		Research Graphic Organizer	Analyze the nutritional values of new products and supplements.

Focus Topic: Diseases and Health Conditions	Grade Levels: 7-8 (by the end of grade 8)			
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2.1.8.C.1 The prevention and control of diseases and health conditions are affected by many factors.	Sexually transmitted diseases Testicular cancer	https://www.cdc.gov/ http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=133025#.WkZzbfCnEdU	Research task Presentation Dialogue	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.
2.1.8.C.2 The prevention and control of diseases and health conditions are affected by many factors.	Prevention Disease Health conditions		Formative Research task	Analyze local, state, national, and international public health efforts to prevent, and control diseases and

				health conditions.
2.1.8.C.3 The prevention and control of diseases and health conditions are affected by many factors.	Mental illnesses			Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.

Focus Topic: Safety		Grade Levels: 7-8 (by the end of grade 8)		
2.1.8.D.1 Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.	Risk Intentional Unintentional Injury	http://www.nasbe.org/project/center-for-safe-and-healthy-schools/	Role Play Essay	Access the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.
2.1.8.D.2 Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.	Public places Personal protection	http://www.healthworldeducation.org/shop/safety-smart?gclid=CjwKCAiA7JfSBRBrEiwAIDW SGzrUCUA_DgA7Q9nJe-s8JkRdAgS4oAksC-0h09qlxaRTNH995nG8RoCbEMQAvD_BwE	Essay Graphic Organizers Journal	Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.
2.1.8.D.3 Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.	Noncompliance Traffic safety system		Research Task	Analyze the causes and the consequences of noncompliance with the traffic safety system.
2.1.8.D.4 Applying first-aid procedures can minimize injury and save lives.	Victim Situational assessment First-aid Injury		Performance Task Rubric Summative	Demonstrate first-aid procedures, including victim and situation, assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.

Focus Topic: Social and Emotional Health	Grade Levels: 7-8 (by the end of grade 8)		
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2.1.8.E.1 Social and emotional development impacts all components of wellness.	Personal assets Resiliency Protective factors	https://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend	Journal Observation	Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
2.1.8.E.2 Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.	Social health Emotional health Conflict		Essay Graphic Organizer Discussion	Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
2.1.8.E.3 Stress management skills impact an individual's ability to cope with different types of emotional situations.	Cope Crisis		Essay Graphic Organizer Role Play	Explain how culture influences the ways families and groups cope with crisis and change.
2.1.8.E.4 Stress management skills impact an individual's ability to cope with different types of emotional situations.	Stress management Stress-induced		Stress Research Task	Compare and contrast stress management strategies that are used to address various types of stress-induced situations.

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

Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Interpersonal Communication		Grade Levels: 7-8 (by the end of grade 8)		
2.2.8.A.1 Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.	Interpersonal communication	http://lessonplanspage.com/physical-education-health/ https://www2.mcrel.org/lesson-	Graphic Organizer Essay Observation Discussion	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.

2.2.8.A.1 Effective communication is basis for strengthening interpersonal interactions and relationships and resolving conflicts.	Refusal Negotiation Assertiveness Peer pressure	plans/health/healthpelesons.asp	Role Play Presentation Journal Dialogue	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
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Focus Topic: Decision-Making and Goal Setting		Grade Levels: 7-8 (by the end of grade 8)		
2.2.8.B.1 Every health-related decision has short- and long-term consequences and affects the ability to reach healthy goals.	Decision-making		Discussion Observation	Predict social situations that may require the use of decision-making skills.
2.2.8.B.2 Every health-related decision has short- and long-term consequences and affects the ability to reach healthy goals.	Collaborative		Discussion Essay Illustrations Graphic Organizers	Justify when individual or collaborative decision-making is appropriate.
2.2.8.B.3 Every health-related decision has short- and long-term consequences and affects the ability to reach healthy goals.	Personal health goals		Essay Summative	Analyze factors that support or hinder the achievement of personal health goals during different life stages.

Focus Topic: Character Development		Grade Levels: 7-8 (by the end of grade 8)		
2.2.8.C.1 Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.	Character development Core ethical values	https://www.youtube.com/watch?v=8jE6j5oCay4	Performance Task Teacher observation Self-Assessment	Analyze strategies to enhance character development in individual, groups, and team activities.
2.2.8.C.2 Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.	Cultures Disabilities		Research Task Journal	Analyze to what extent various cultures have responded effectively to individuals with disabilities.

2.2.8.C.3 Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.	Adherence Codes of conduct		Discussion Teacher observation	Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.
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Focus Topic: Advocacy and Service		Grade Levels: 7-8 (by the end of grade 8)		
2.2.8.D.1 Effective advocacy for a health and social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.	Advocacy Initiative Volunteer	http://lessonplanspage.com/physical-education-health/	Project Journal Rubric	Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.
2.2.8.D.2 Effective advocacy for a health and social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.	Awareness Responsiveness		Essay Research Task	Defend a position on a health or social issue to activate community awareness and responsiveness.

Focus Topic: Health Services and Information		Grade Levels: 7-8 (by the end of grade 8)		
2.2.8.E.1 Potential solutions to health issues are dependent on health literacy and available sources.	Health literacy Validity	http://www.nasbe.org/project/center-for-safe-and-healthy-schools/	Research Task Graphic Organizer Essay	Evaluate various health products, services, and resources from different sources, including the internet.
2.2.8.E.2 Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.	Prevention Detection		Graphic Organizer Essay	Compare and contrast situations that require support from trusted adults or health professionals.

2.3: Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Medicines		Grade Levels: 7-8 (by the end of grade 8)		
2.3.8.A.1 Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	Prescription Over-the-counter Medicinal Supplements Therapeutic	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12466#.WkZ0qfCnEdU	Graphic Organizer Journal Presentation	Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.
2.3.8.A.2 Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	Adolescent abuse Adult abuse Prescription Over-the-counter		Graphic Organizer Journal Essay	Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.

Focus Topic: Alcohol, Tobacco, and Other Drugs		Grade Levels: 7-8 (by the end of grade 8)		
2.3.8.B.1 There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.	Physical effects Behavioral effects	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9614#.WkZ12fCnEdU	Graphic Organizer Journal Essay	Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.
2.3.8.B.2 There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.	Legal consequence Financial consequence		Journal Discussion Research Task	Predict the legal and financial consequences of the use, sale, and possession of illegal substances.
2.3.8.B.3 There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.	Tobacco		Graphic Organizer Research Task Essay	Analyze the effects of all types of tobacco use on the aging process.

2.3.8.B.4 There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.	Smoking		Graphic Organizer Journal Essay	Compare and contrast smoking laws in New Jersey with other states and countries.
2.3.8.B.5 There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.	Brain impact Coordination		Presentation Research Task Essay	Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.
2.3.8.B.6 There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.	Sexual assault STI		Discussion Presentation Journal/Essay	Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STI's.
2.3.8.B.7 There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.	Inhalant Wellness		Graphic Organizer Presentation Essay	Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.
2.3.8.B.8 There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.	Injected drugs		Research Task Essay	Analyze health risks associated with injected drug use.

Focus Topic: Dependency/Addiction and Treatment		Grade Levels: 7-8 (by the end of grade 8)		
2.3.8.C.1 Substance abuse is caused by a variety of factors.	Substance abuse Addiction theories		Research task Essay Graphic Organizer	Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.
2.3.8.C.2 The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support	Drug dependency Addiction Intervention		Presentation Essay	Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.

of family, friends, and others.				
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2.4: Human Relationships and Sexuality: All students will acquire knowledge about physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Relationships		Grade Levels: 7-8 (by the end of grade 8)		
2.4.8.A.1 The values acquired from family, culture, personal experiences, and friends impact all types of relationships.	Famly unit	http://lessonplanspage.com/physical-education-health/	Discussion Journal	Predict how changes within a family can impact family members.
2.4.8.A.2 The values acquired from family, culture, personal experiences, and friends impact all types of relationships.	Character development		Research Task Essay	Explain how the family unit impacts character development.
2.4.8.A.3 The values acquired from family, culture, personal experiences, and friends impact all types of relationships.	Intervene		Research Task Essay	Explain when the services of professionals are needed to intervene in relationships.
2.4.8.A.4 The values acquired from family, culture, personal experiences, and friends impact all types of relationships.	Commitment Affection Attraction		Graphic Organizer Essay Journal	Differentiate between affection, love, commitment, and sexual attraction.
2.4.8.A.5 The values acquired from family, culture, personal experiences, and friends impact all types of relationships.	Unhealthy relationship		Discussion Journal	Determine when a relationship is unhealthy and explain effective strategies to end the relationship.
2.4.8.A.6 The values acquired from family, culture, personal experiences, and friends impact all types of	Dating criteria		Graphic organizer Essay Journal	Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating

relationships.			Presentation	someone of the same age.
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Focus Topic: Sexuality	Grade Levels: 7-8 (by the end of grade 8)			
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2.4.8.B.1 Personal lifestyle habits and genetics influence sexual development as well as overall growth patterns.	Puberty Genetics Hormones Heredity	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12642#.WkZ0XvCnEdU	Discussion Journal Research task	Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.
2.4.8.B.2 Responsible actions regarding sexual behavior impact the health of oneself and others.	Abstinence Sexually active	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=11091#.WkZ1HvCnEdU	Research Task Journal	Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
2.4.8.B.3 Responsible actions regarding sexual behavior impact the health of oneself and others.	Contraception		Presentation Graphic Organizer Essay	Compare and contrast methods of contraception use by adolescents and factors that may influence their use.
2.4.8.B.4 Responsible actions regarding sexual behavior impact the health of oneself and others.	HIV/AIDS STI		Research Task	Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.
2.4.8.B.5 Discussion of topics regarding sexuality requires safe, supportive environment where sensitivity and respect is shown toward all.	Gender identity Sexual orientation Cultural stereotyping		Discussion Journal	Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.
Early detection strategies assist in prevention and treatment of illness or disease.	Prevention HPV Self-examination		Presentation Journal Essay	Explain the importance of practicing routine health care procedures such as breast self-examination, testicular examinations, and HPV vaccine.

Focus Topic: Pregnancy and Parenting	Grade Levels: 7-8 (by the end of grade 8)			
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2.4.8.C.1 Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.	Pregnancy	http://lessonplanspage.com/physical-education-health/	Presentation Journal Essay	Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.
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2.4.8.C.2 Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one’s life and the lives of others.	Stages of pregnancy Labor Childbirth		Graphic Organizer Research Task	Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.
2.4.8.C.3 Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one’s life and the lives of others.	Parenting		Research Task Discussion	Determine effective strategies and resources to assist with parenting.
2.4.8.C.4 Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one’s life and the lives of others.	Teen pregnancy		Research Task Discussion	Predict short- and long-term impacts of teen pregnancy.
2.4.8.C.5 Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one’s life and the lives of others.	Prenatal care		Presentation Discussion Essay	Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.

2.5: Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Movement Skills and Concepts		Grade Levels: 7-8 (by the end of grade 8)		
2.5.8.A.1 Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.	Isolated settings Applied settings	http://www.topendsports.com/testing/tests/	Performance Task Teacher Observation	Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
2.5.8.A.2 Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.	Force Motion Impact performance		Performance Task Teacher Observation	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

2.5.8.A.3 Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.	Planned movement Sequence		Performance Task Teacher Observation Summative Rubric	Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).
2.5.8.A.4 Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.	Movement skills		Performance Task Teacher Observation	Detect, analyze, and correct errors and apply to refine movement skills.

Focus Topic: Strategy		Grade Levels: 7-8 (by the end of grade 8)		
2.5.8.B.1 Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.	Offense Defense Cooperative		Performance Task Rubric Summative Teacher Observation	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
2.5.8.B.2 Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.	Performance		Performance Task Teacher Observation	Assess the effectiveness of specific mental strategies applied to improve performance.
2.5.8.B.3 Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.	Improvement		Performance Task Teacher Observation Rubric	Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

Focus Topic: Sportsmanship, Rules, and Safety	Grade Levels: 7-8 (by the end of grade 8)			
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2.5.8.C.1 Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.	Sportsmanship Self-initiated Etiquette Ethical behavior		Performance Task Teacher Observation	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
2.5.8.C.2 Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.	Cooperation Teamwork		Performance Task Teacher Observation Summative	Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
2.5.8.C.3 Movement activities provide a timeless opportunity to connect with people around the world.	Timeless opportunity Movement activities World cultures		Performance Task Teacher Observation Summative	Analyze the impact of different world cultures on present-day games, sports, and dance.

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

Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Fitness and Physical Activity		Grade Levels: 7-8 (by the end of grade 8)		
2.6.8.A.1 Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.	Benefits		Performance Task Journal Essay Graphic Organizer	Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
2.6.8.A.2 Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.	Health data Personal fitness plan		Journal Essay Graphic Organizer	Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.

2.6.8.A.3 Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.	Medical advances Technological advances		Journal Essay Graphic Organizer Observation	Analyze how medical and technological advances impact personal fitness.
2.6.8.A.4 Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.	Body composition		Journal Essay Graphic Organizer Observation	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
2.6.8.A.5 Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.	FITT- Frequency, intensity, time, and type		Performance Task Journal Observation	Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.
2.6.8.A.6 Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.	Anabolic steroids Performance-enhancing substances		Research Task Essay Graphic Organizer	Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.

Assessments	Formative, summative, alternative assessments, performance assessments, project assessments, performance tasks, exit tickets, observations, benchmark; skill based assessments
21st Century Skills and Career Integration	Informational sources
Technology Integration	Digital tools
Interdisciplinary Connections	ELA Informational text; Science- Informational Text (health)
Core Instructional and Supplemental Materials	Core Instruction: Internet resources Supplemental: videos, online modules
Modifications/Accommodations	Small group instruction; peer system of support; modified project rubrics Special Education: small group instruction; modified project rubrics; adapted PE

	G&T: enrichment activities; small group instruction
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