

Stage 1 – Desired Results

<p>NJCCCS: 2.4 All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</p>	<p>Unit/Big Idea: Human Relationships and Sexuality</p>
<p>Enduring Understanding(s): Students will understand that...</p> <ul style="list-style-type: none"> The health and welfare of a family unit is dependent upon all family members. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> How does each family member help to create a healthy family unit?
<p>Students will know...</p> <ul style="list-style-type: none"> Types of families. Roles/responsibilities/rights of family members. Family values and traditions. Appropriate boundaries/limits within a family. Changes can occur in the nature/structure of a family. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> A.1 Describe different kinds of families and discuss how families can share love, values, and traditions, provide emotional support, and set boundaries and limits. A.2 Compare roles, rights, and responsibilities of various family members. A.3 Discuss ways that families adjust to changes in nature or structure of the family. A.4 Discuss how culture and tradition influence personal and family development. C.1 Explain that after fertilization, cells divide to create a fetus/embryo that grows and develops inside the uterus during pregnancy. C.2 Discuss how the health of the birth mother impacts the development of the fetus.

Stage 2 – Assessment Evidence

<p>Suggested Performance Task(s):</p> <ul style="list-style-type: none"> Write a letter to an imaginary pen pal and tell them who is in your family. Explain each person’s roles and responsibilities to your friend. Role-play – student groups are given a “family situation” and each group member is given a “part” to play in the situation. (Students may even script the scene to act out). Have students list types of families. Create a class recipe book of favorite traditional family dishes. (Students can make their dish and share with the class on publication day). Have students create a “FAMILY” acrostic poem. Have students interview parents/grandparents/other family members about their roles and responsibilities as children. Student can then compare and contrast roles and responsibilities of different generations. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Test Quiz Essay
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Stage 3 – Learning Plan

<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> Introduce the unit with these entry questions to gain student interest: What makes your family special? How might your family be different from my 	
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family?

- Introduce the essential questions and discuss the final performance tasks you will be assigning. (How does each family member help to create a healthy family unit?)
- Introduce key vocabulary.
- Present content attainment lessons on family members, their roles/responsibilities, embryo development, and birth mother's health.
- Administer quiz on vocabulary.
- Have students role-play various family situations where each group member is assigned a family role. Students could script the scene and present to the class. Discuss family members and their roles/responsibilities in the scene.
- Assess students using the Performance Tasks.
- Reflect on essential question(s) and enduring understanding.

Stage 1 – Desired Results

<p>NJCCCS: 2.3 All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.</p>	<p>Unit/Big Idea: Drugs and Medicines</p>
<p>Enduring Understanding(s): Students will understand that...</p> <ul style="list-style-type: none"> • Choices you make with drugs (including medicines), tobacco, and alcohol determine the quality of your life. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • When is it good to use a drug? • When is it not good to use a drug? • Why do so many people use and abuse drugs and alcohol?
<p>Students will know...</p> <ul style="list-style-type: none"> • The differences between prescription and over-the-counter medications. • What drugs and substances are illegal. • The effects of using tobacco, alcohol, and other drugs (such as solvents, propellants, and medicinal gases). • The effects of certain prescription and over-the-counter drugs. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • A.1 Distinguish between over-the-counter and prescription medicines. • A.2 Identify commonly used medicines and discuss why they are used. • A.3 Discuss the importance of taking medicines as ordered, not sharing medicines with others, and reporting any side effects to a trusted adult. • B.1 Explain why it is illegal to use or possess certain drugs / substances. • B.2 Describe the short and long-term physical effects of tobacco use. • B.4 Identify the short and long-term physical and behavioral effects of alcohol use and abuse. • B.6 Explain that brain damage, lung damage, and death can occur from inhaling certain substances such as solvents, propellants, and medicinal gases.

Stage 2 – Assessment Evidence

<p>Suggested Performance Task(s):</p> <ul style="list-style-type: none"> • Create a class newspaper encouraging others to live a drug free lifestyle. • Make a model that shows the path cigarette smoke and second hand smoke takes as it travels through the body. (Student traces a partner’s body. Draw a nose, mouth, throat, and lungs inside the traced body. Use black crayon to show the path cigarette smoke takes as it goes through the body. Use a brown crayon to show the path second hand smoke takes [usually enters through the nose]). Discuss the risks of smoking. • Create a PSA (public service announcement) urging people not to use cigarettes, alcohol or illegal drugs. Announcements can be jingles, posters, skits, etc. • Identify prescription and over-the-counter medications on a teacher created list or poster. • Construct a two columned poster. Put illegal drugs on one side and legal drugs (prescription/over-the-counter) on the other side. • Generate a list of effects of prescriptions, over-the-counter drugs, and illegal drugs. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Test • Quiz • KWL chart
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Stage 3 – Learning Plan

<p>Suggested Learning Activities:</p>	
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- Introduce unit with these entry questions to gain student interest: What are some choices you make every day? Are there any choices that are made for you?
- Introduce the essential questions for the unit and discuss final performance tasks you would like the student to complete.
- Introduce key terms.
- Present concept attainment lessons on alcohol, tobacco, and other drugs.
- Have students work in pairs or groups to create PSA. Invite the principal or school nurse in to view their presentations.
- Administer selected forms of assessment.
- Reflect on essential question(s) and enduring understanding.

Stage 1 – Desired Results

<p>NJCCCS: 2.1 All students will learn and apply healthy promotion concepts and skills to support a healthy, active lifestyle.</p>	<p>Unit/Big Idea: Wellness (Body systems/Functions)</p>
<p>Enduring Understanding(s): Students will understand that...</p> <ul style="list-style-type: none"> • People change over time. • Everyone is unique. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How are you different now from when you were born? • How are you unique?
<p>Students will know...</p> <ul style="list-style-type: none"> • Key term – unique. • The stages of human life. • The qualities that make people unique (socially, emotionally, physically, and intellectually). 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • B.2 Describe each human life stage and the physical changes that occur at each stage. • B.3 Discuss factors that contribute to healthy physical, social, emotional, and intellectual growth and uniqueness.

Stage 2 – Assessment Evidence

<p>Suggested Performance Task(s):</p> <ul style="list-style-type: none"> • Create a poster or pamphlet illustrating the stages of human life. Under each stage, list characteristics that describe the stage. • Students write a letter to themselves using “positive self-talk” and describing the qualities that make them unique. Teacher collects and passes back out at a later date. • Students create a baseball card of themselves. Have them draw a picture of themselves on the front and their unique qualities on the back. • Survey the class on their most unique attribute. Create a class list. Students then choose a way to display the information. Commonalities may be found for classifying or categorizing. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Test • Quiz • Vocabulary definitions
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Stage 3 – Learning Plan

<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> • Introduce the unit with these entry questions to gain student interest: What makes you, you? • Introduce the essential questions for the unit and discuss final performance tasks you would like the students to complete. • Introduce key terms. • Present concept attainment lessons on qualities of uniqueness. • Have students write letters to themselves including positive self talk. Collect letters and hand back to students at a later date as a “pick me up.” • Administer selected forms of assessment. • Reflect on essential question(s) and enduring understanding. 	
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Stage 1 – Desired Results

<p>NJCCCS: 2.1 All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.</p>	<p>Unit/Big Idea: Wellness (Choices)</p>
<p>Enduring Understanding(s): Students will understand that...</p> <ul style="list-style-type: none"> The choices people make with self-care practices, nutrition, and safety practices affect their wellness. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> What are the levels of wellness? How do the choices people make affect their wellness?
<p>Students will know...</p> <ul style="list-style-type: none"> Key terms – wellness, nutrition, food groups, carbohydrates, proteins, fats, sugars, sodium, vitamins, minerals, calories, assessment, wound, acquaintances, abuse. Types of foods in each food group and their nutritional values. The USDA food pyramid guidelines. The difference between safe and unsafe situations. Basic first aid procedures. They types of abuse and how to obtain help if suspected. The differences between strangers, acquaintances, and trusted adults. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> A.1 Describe the physical, social, and emotional dimensions of wellness. C.1 Differentiate between healthy and unhealthy eating patterns. C.2 Classify foods by food group, food source, nutritional content, and nutritional value. C.3 Interpret food product labels. C.4 Discuss how healthy eating provides energy, helps to maintain healthy weight, lower risk of disease, and keeps body systems working. E.1 Describe the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and communities. E.2 Describe and demonstrate simple first aid procedures, including the assessment of choking and breathing, the control of bleeding and the care of minor wounds and burns. E.3 Explain that abuse can take several forms, including verbal, emotional, sexual, and physical, and identify ways to get help should abuse be suspected. E.4 Describe the characteristics of strangers, acquaintances, and trusted adults and demonstrate safe and appropriate ways to deal with each.

Stage 2 – Assessment Evidence

<p>Suggested Performance Task(s):</p> <ul style="list-style-type: none"> Design a game for placing foods in their proper group. Students cut out or draw foods of their choice. The pictures are then placed in the proper section of the food pyramid. Plan a healthy meal. Have boxes, cans, and jars of various foods displayed in the room. Students go on a “shopping trip” to determine the contents of their planned meal (breakfast, lunch, or dinner). Draw pictures of their selections onto a paper plate. Students write why they chose the foods that they did after reading the food label. Display on a bulletin board. Students role-play scenes where a participant is “hurt.” The caregiver administers proper first aid for the injuries sustained by their partner. (Teacher gives the partners an index card with listed injuries. The injuries could be a cut, a burn, broken bone, etc.) Students teach members of a different class the difference between strangers, 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Test Quiz Vocabulary definitions KWL chart Venn Diagram of safe vs. unsafe situations (how they make you feel, who is involved in them, where they take place, etc.)
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acquaintances, and trusted adults. Student should create their plan, visual props, and assessment to assure their buddy understands the differences.

Stage 3 – Learning Plan

Suggested Learning Activities:

- Introduce unit with these entry questions to gain student interest: When someone asks you “How are you?” and you answer, “I’m well.” what does that really mean?
- Introduce the essential questions for the unit and discuss final performance tasks you would like the student to complete.
- Introduce key terms.
- Present concept attainment lessons on food groups, food labels, first aid, and personal safety around strangers.
- Administer selected forms of assessment.
- Reflect on essential question(s) and enduring understanding.