

Cumberland County Charter School Network

Vineland, Millville, and Bridgeton Public Charter Schools

NJ Physical Education Curriculum – 6th-8th Grade

New Jersey Student Learning Performance Expectations Comprehensive Health and Physical Education Curriculum

- **2.1 Personal and Mental Health:**
 - Personal Growth and Development
 - Pregnancy and Parenting
 - Emotional Health
 - Social and Sexual Health
 - Community Health Services and Support
- **2.2 Physical Wellness:**
 - Movement Skills and Concepts
 - Physical Fitness
 - Lifelong Fitness
 - Nutrition
- **2.3 Safety:**
 - Personal Safety
 - Health Conditions, Disease, and Medicines
 - Alcohol, Tobacco, and Other Drugs
 - Dependency, Substances Disorder, and Treatment

Standard Overview: 2.1 Personal and Mental Health
Grade Span: 6-8
By The End of Grade: 8

Disciplinary Concept	Core Idea	Performance Expectations
Personal Growth and Development	<p>Individual actions, genetics, and family history can play a role in an individual's personal health.</p> <p>Responsible actions regarding behavior can impact the development and health of oneself and others.</p>	<ul style="list-style-type: none"> ● 2.1.8.PGD.1: Explain how appropriate health care can promote personal health. ● 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health. ● 2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies. ● 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.
Pregnancy and Parenting	<p>An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.</p> <p>There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.</p>	<ul style="list-style-type: none"> ● 2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options. ● 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth. ● 2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care. ● 2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families. ● 2.1.8.PP.5: Identify resources to assist with parenting
Emotional Health	<p>Self-management skills impact an individual's ability</p>	<ul style="list-style-type: none"> ● 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).

	<p>to cope with different types of mental, psychological, and emotional situations</p>	<ul style="list-style-type: none"> ● 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health
<p>Social and Sexual Health</p>	<p>Inclusive schools and communities are accepting of all people and make them feel welcome and included.</p> <p>Relationships are influenced by a wide variety of factors, individuals, and behaviors.</p> <p>There are factors that contribute to making healthy decisions.</p>	<ul style="list-style-type: none"> ● 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation. ● 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community. ● 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships ● 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships. ● 2.1.8.SSH.5: Analyze the similarities and differences between various relationships. ● 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change. ● 2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in physical relationships. ● 2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent (e.g., body image, self-esteem, alcohol, other substances). ● 2.1.8.SSH.10: Identify short and long-term contraception and safer methods that are effective and describe how to access and use them (e.g., abstinence, condom). ● 2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).

<p>Community Health Services and Support</p>	<p>Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.</p> <p>Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.</p> <p>Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.</p>	<ul style="list-style-type: none"> ● 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress). ● 2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors’ ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking. ● 2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment. ● 2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked. ● 2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain testing, and treatment resources. ● 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting. ● 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change. ● 2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.
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Standard
<ul style="list-style-type: none"> ● 2.1 Personal and Mental Health
Disciplinary Concept
<ul style="list-style-type: none"> ● Personal Growth and Development
Core Idea
<ul style="list-style-type: none"> ● Individual actions, genetics, and family history can play a role in an individual’s personal health. ● Responsible actions regarding behavior can impact the development and health of oneself and others.

Big Idea/Enduring Understanding

- Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

Essential Questions

- What are the consequences (especially unforeseen) of our choices in terms of wellness?
- What steps to take to have optimal growth and development?

Performance Expectations

- **2.1.8.PGD.1:** Explain how appropriate health care can promote personal health.
- **2.1.8.PGD.2:** Analyze how genetics and family history can impact personal health.
- **2.1.8.PGD.3:** Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.
- **2.1.8.PGD.4:** Analyze the relationship between healthy behaviors and personal health.

Lesson Objectives

(What Students Will Know and Be Able to Do)

- Assess and apply health data to enhance each dimension of personal wellness.
- Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
- Relate advances in technology to maintaining and improving personal health.
- Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.
- Discuss how heredity, physiological changes, environmental influences, and varying social experiences contribute to an individual's uniqueness.
- Explain how health data can be used to assess and improve each dimension of personal wellness.
- Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
- Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.

Active Learning Engagement/Suggested Activities

- Do Nows/Exit Tickets
- Stations
- Graphic Organizers
- Teacher generated activities
- Academic Teaming/ Group Work Activities

- Graphic Organizers
- Academic Teaming/Group Work Activities
- Topic Vocabulary/Eflashcards
- Health Inventory
- Foldables
- Discussion of community resources
- Examine media for different health articles
- Expository writing
- School nurse visit/Guest speakers
- Online quizzes and activities
 - 6th–pearsonsuccessnet.com; 7th & 8th–health.glencoe.com
- “Building Health Skills” activities
- “Hands-on Health” activities
- Topic related DVD/videos

Supplementary Resources

- Unitedstreaming.com
- YouTube/Movies
- General Internet Resources
- Textbook
- Pearsonsuccessnet.com
- NewsELA
- Reading A-Z

Content Vocabulary

Hygiene, male reproductive system, female reproductive system, genetic traits, heredity

Assessments

- **Formative:**
 - Performance in group and individual hands-on activities
 - Unit Pre Assessment
- **Summative:**
 - Lesson/ Chapter reviews
 - Teacher made rubrics
 - Chapter Tests Projects

- Class work
- Performance in group and individual hands-on activities
- Multimedia Presentations
- Research Projects
- Web Quests
- Pictorial prompts/ responses Verbal/ Written responses
- Problem-based Learning Projects
- Internet activities
- Open-ended responses
- Students responses to questioning techniques using the levels of Bloom's Taxonomy/Questioning
- Questioning Prompts

Performance Task Options/Alternative Assessments

- Project Based Learning
- Debates
- Google Slides or other project
- Class Discussions
- Oral Presentations

Cross Curricular Integration

- **English/Language Arts:**
 - Read and respond to informational text
 - Use glossary and index to locate information in text
 - Vocabulary development
 - Research Information
 - Making Inferences/Using supporting text evidence
 - Journal Writing
 - Written response to lesson questions
 - Writing text to accompany projects
- **Math:**
 - Read and interpret graphs & charts
 - Collect and organize data
 - Represent and classify data according to attributes (Venn Diagrams)
 - Recognizing and describing changes in quantities
- **Technology:**

- Multimedia presentations
- Research health topics specific to chapter using internet sources
- **Science:**
 - Basic Needs of human beings
 - Human Body Systems
 - Recognize individuals vary within species, including humans

Standard

- **2.1 Personal and Mental Health**

Disciplinary Concept

- **Pregnancy and Parenting**

Core Idea

- An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.
- There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.

Big Idea/Enduring Understanding

- Understanding the various aspects of human relationships assists in making good choices about healthy living.

Essential Questions

- What are the responsibilities of having a child?

Performance Expectations

- **2.1.8.PP.1:** Describe pregnancy testing, the signs of pregnancy, and pregnancy options.
- **2.1.8.PP.2:** Summarize the stages of pregnancy from fertilization to birth.
- **2.1.8.PP.3:** Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.
- **2.1.8.PP.4:** Predict challenges that may be faced by adolescent parents and their families.
- **2.1.8.PP.5:** Identify resources to assist with parenting.

Lesson Objectives

(What Students Will Know and Be Able to Do)

- Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.
- 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.
- Determine effective strategies and resources to assist with parenting.
- Predict short and long term impacts of teen pregnancy.
- Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.
- Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.
- Identify the signs and symptoms of pregnancy.
- Identify prenatal practices that support a healthy pregnancy.
- Predict challenges that may be faced by adolescent parents and their families.

Active Learning Engagement/Suggested Activities

- Do Nows/Exit Tickets
- Stations
- Graphic Organizers
- Teacher generated activities
- Academic Teaming/ Group Work Activities
- ***By the end of grade six:***
 - Topic Vocabulary
 - Health Inventory
 - E-flashcards
 - Foldables
 - Discussion of community resources
 - Examine media for different health articles
 - Expository writing
 - School nurse visit / Guest speakers
 - Online quizzes and activities (health.glencoe.com)
 - “Building Health Skills” activities
 - “Hands-on Health” activities
 - Group project
 - Topic related DVD/videos
- ***By the end of grades seven and eight:***
 - Topic Vocabulary

- Health Inventory
- E-flashcards
- Foldables
- Discussion of community resources
- Examine media for different health articles
- Expository writing
- School nurse visit / Guest speakers
- Online quizzes and activities (health.glencoe.com)
- “Building Health Skills” activities
- “Hands-on Health” activities
- Group project
- Topic related DVD/videos

Supplementary Resources

- Textbook
- Unitedstreaming.com
- YouTube/Movies
- General Internet Resources
- NewsELA
- Reading A-Z
- Brainpop

Content Vocabulary

parenting, pregnancy, adoption, prenatal care, fertilization, reproductive system

Assessments

- **Formative:**
 - Performance in group and individual hands-on activities
 - Unit Pre Assessment
- **Summative:**
 - Lesson/ Chapter reviews
 - Teacher made rubrics
 - Chapter Tests Projects
 - Class work

- Performance in group and individual hands-on activities
- Multimedia Presentations
- Research Projects
- Web Quests
- Pictorial prompts/ responses Verbal/ Written responses
- Problem-based Learning Projects
- Internet activities
- Open-ended responses
- Students responses to questioning techniques using the levels of Bloom's Taxonomy/Questioning
- Questioning Prompts

Performance Task Options/Alternative Assessments

- Project Based Learning
- Debates
- Google Slides or other project
- Class Discussions
- Oral Presentations

Cross Curricular Integration

- **Language Arts:**
 - Read and respond to informational text
 - Use glossary and index to locate information in text
 - Vocabulary development
 - Research Information Making Inferences
 - Written response to lesson questions
 - Writing text to accompany projects
- **Math:**
 - Read and interpret graphs & charts
 - Represent and classify data according to attributes
- **Technology:**
 - Multimedia presentations
 - Research health topics specific to chapter using internet sources
- **Science:**
 - Life Cycle of human beings

Standard

- **2.1 Personal and Mental Health**

Disciplinary Concept

- **Emotional Health**

Core Idea

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

Big Idea/Enduring Understanding

- Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

Essential Questions

- How can you learn to accept yourself and others' differences?

Performance Expectations

- **2.1.8.EH.1:** Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
- **2.1.8.EH.2:** Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

Lesson Objectives

(What Students Will Know and Be Able to Do)

- Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
- Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
- Explain how culture influences the ways families and groups cope with crisis and change.
- Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
- Examine how personal assets and protective factors support healthy social and emotional development.
- Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
- Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
- Following the lifelines curriculum for suicide prevention.

Active Learning Engagement/Suggested Activities

- Do Nows/Exit Tickets
- Stations
- Graphic Organizers
- Teacher generated activities
- Academic Teaming/ Group Work Activities
- Topic Vocabulary/Eflashcards
- Health Inventory
- Foldables
- Discussion of community resources
- Examine media for different health articles
- Expository writing
- School nurse visit/Guest speakers
- Online quizzes and activities
 - 6th–pearsonsuccessnet.com; 7th & 8th–health.glencoe.com
- “Building Health Skills” activities
- “Hands-on Health” activities
- Topic related DVD/videos
- Role Playing
- Character Education

Supplementary Resources

- Textbook
- Unitedstreaming.com
- Youtube/Movies
- General Internet Resources
- NewsELA
- Reading A-Z

Content Vocabulary

Resiliency, grievance, positive self-esteem, stress management techniques

Assessments

- **Formative:**

- Performance in group and individual hands-on activities
- Unit Pre Assessment
- **Summative:**
 - Lesson/ Chapter reviews
 - Quiz/Assessment
 - Teacher made rubrics
 - Projects
 - Class work
 - Performance in group and individual hands-on activities
 - Oral presentations
 - Multimedia Presentations Research Projects
 - Web Quests
 - Pictorial prompts/responses Verbal/Written responses
 - Problem-based Learning Projects
 - Internet activities
 - Open-ended responses
 - Students responses to questioning techniques using the levels of Bloom’s Taxonomy/Questioning
 - Questioning Prompts

Performance Task Options/Alternative Assessments

- Project Based Learning
- Debates
- Google Slides or other project
- Class Discussions
- Oral Presentations

Cross Curricular Integration

- **English/Language Arts:**
 - Read and respond to informational text
 - Use glossary and index to locate information in text Vocabulary development
 - Research Information
 - Making Inferences/Using supporting text evidence
 - Journal Writing
 - Written response to lesson questions
 - Writing text to accompany projects

- **Math:**
 - Read and interpret graphs & charts
 - Collect and organize data
- **Technology:**
 - Multimedia presentations
 - Research health topics specific to chapter using internet sources
- **Social Studies:**
 - Community Resources

Standard

- **2.1 Personal and Mental Health**

Disciplinary Concept

- **Social and Sexual Health**

Core Idea

- Inclusive schools and communities are accepting of all people and make them feel welcome and included.
- Relationships are influenced by a wide variety of factors, individuals, and behaviors.
- There are factors that contribute to making healthy decisions.

Big Idea/Enduring Understanding

- Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

Essential Questions

- How can you learn to accept yourself and others' differences?

Performance Expectations

- **2.1.8.SSH.1:** Differentiate between gender identity, gender expression and sexual orientation.
- **2.1.8.SSH.2:** Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.
- **2.1.8.SSH.3:** Demonstrate communication skills that will support healthy relationships
- **2.1.8.SSH.4:** Compare and contrast the characteristics of healthy and unhealthy relationships.
- **2.1.8.SSH.5:** Analyze the similarities and differences between various relationships.

- **2.1.8.SSH.6:** Examine how culture influences the way families cope with traumatic situations, crisis, and change.
- **2.1.8.SSH.7:** Identify factors that are important in deciding whether and when to engage in a physical relationship.
- **2.1.8.SSH.8:** Identify factors that can affect the ability to give or perceive consent (e.g., body image, self-esteem, alcohol, other substances).
- **2.1.8.SSH.10:** Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them.
- **2.1.8.SSH.11:** Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).

Lesson Objectives

(What Students Will Know and Be Able to Do)

- Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
- Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
- Explain how culture influences the ways families and groups cope with crisis and change.
- Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
- Examine how personal assets and protective factors support healthy social and emotional development.
- Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
- Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.

Active Learning Engagement/Suggested Activities

- Do Nows/Exit Tickets
- Stations
- Graphic Organizers
- Teacher generated activities
- Academic Teaming/ Group Work Activities
- ***By the end of grade six:***
 - Topic Vocabulary
 - Health Inventory
 - E-flashcards
 - Foldables
 - Discussion of community resources
 - Examine media for different health articles
 - Expository writing
 - School nurse visit / Guest speakers
 - Online quizzes and activities (health.glencoe.com)

- “Building Health Skills” activities
- “Hands-on Health” activities Group project
- Topic related DVD/videos
- Role Playing

- **By the end of *grades seven and eight*:**
 - Topic Vocabulary
 - Health Inventory
 - E-flashcards
 - Foldables
 - Discussion of community resources
 - Examine media for different health articles
 - Expository writing
 - School nurse visit / Guest speakers
 - Online quizzes and activities (health.glencoe.com)
 - “Building Health Skills” activities
 - “Hands-on Health” activities
 - Group project
 - Topic related DVD/videos
 - Role Playing

Supplementary Resources

- Textbook
- Unitedstreaming.com
- YouTube/Movies
- General Internet Resources
- NewsELA
- Reading A-Z

Content Vocabulary

STD, HIV, AIDs, gender identity, gender expression, sexual orientation, transgender

Assessments

- **Formative:**
 - Performance in group and individual hands-on activities
 - Unit Pre Assessment
- **Summative:**
 - Lesson/ Chapter reviews
 - Quiz/Assessment
 - Teacher made rubrics
 - Projects
 - Class work
 - Performance in group and individual hands-on activities
 - Oral presentations
 - Multimedia Presentations Research Projects
 - Web Quests
 - Pictorial prompts/responses Verbal/Written responses
 - Problem-based Learning Projects
 - Internet activities
 - Open-ended responses
 - Students responses to questioning techniques using the levels of Bloom’s Taxonomy/Questioning
 - Questioning Prompts

Performance Task Options/Alternative Assessments

- Project Based Learning
- Debates
- Google Slides or other project
- Class Discussions
- Oral Presentations

Cross Curricular Integration

- **Language Arts:**
 - Read and respond to informational text
 - Use glossary and index to locate information in text Vocabulary development
 - Research Information
 - Making Inferences / Using text evidence
 - Journal Writing
 - Written response to lesson questions

- Writing text to accompany projects
- **Math:**
 - Read and interpret graphs & charts
 - Collect and organize data
- **Technology:**
 - Multimedia presentations
 - Research health topics specific to chapter using internet sources
- **Social Studies:**
 - Community Resources

Standard

- **2.1 Personal and Mental Health**

Disciplinary Concept

- **Community Health Services and Support**

Core Idea

- Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.
- Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.
- Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.

Big Idea/Enduring Understanding

- The use of critical thinking, decision-making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.

Essential Questions

- Where do I go to access information about good health and fitness services?
- Why is it so difficult for some people to access healthcare?

Performance Expectations

- **2.1.8.CHSS.1:** Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual

health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).

- **2.1.8.CHSS.2:** Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.
- **2.1.8.CHSS.3:** Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.
- **2.1.8.CHSS.4:** Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.
- **2.1.8.CHSS.5:** Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.
- **2.1.8.CHSS.6:** Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.
- **2.1.8.CHSS.7:** Collaborate with other students to develop a strategy to address health issues related to climate change.
- **2.1.8.CHSS.8:** Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.

Lesson Objectives

(What Students Will Know and Be Able to Do)

- Evaluate various health products, services, and resources from different sources, including the Internet.
- Compare and contrast situations that require support from trusted adults or health professionals.
- Determine the validity and reliability of different types of health resources.
- Distinguish health issues that warrant support from trusted adults or health professionals.

Active Learning Engagement/Suggested Activities

- Do Nows/Exit Tickets
- Stations
- Graphic Organizers
- Teacher generated activities
- Academic Teaming/ Group Work Activities
- Topic Vocabulary/Eflashcards
- Health Inventory
- Foldables
- Discussion of community resources
- Examine media for different health articles
- Expository writing

- School nurse visit/Guest speakers
- Online quizzes and activities
 - 6th–pearsonsuccessnet.com; 7th & 8th–health.glencoe.com
- “Building Health Skills” activities
- “Hands-on Health” activities
- Topic related DVD/videos

Supplementary Resources

- Textbook
- Unitedstreaming.com
- YouTube/Movies
- General Internet Resources
- NewsELA
- Reading A-Z

Content Vocabulary

Suicide, depression, CPR, sexual harassment, sexual abuse, exploitation

Assessments

- **Formative:**
 - Performance in group and individual hands-on activities
 - Unit Pre Assessment
- **Summative:**
 - Lesson/ Chapter reviews
 - Quiz/Assessment
 - Teacher made rubrics
 - Projects
 - Class work
 - Performance in group and individual hands-on activities
 - Oral presentations
 - Multimedia Presentations
 - Research Projects
 - Web Quests
 - Pictorial prompts/responses
 - Verbal/Written responses

- Problem-based Learning Projects
- Internet activities
- Open-ended responses
- Students responses to questioning techniques using the levels of Bloom's Taxonomy/Questioning
- Questioning Prompts

Performance Task Options/Alternative Assessments

- Project Based Learning
- Debates
- Google Slides or other project
- Class Discussions
- Oral Presentations

Cross Curricular Integration

- **Language Arts:**
 - Read and respond to informational text
 - Use glossary and index to locate information in text
 - Vocabulary development
 - Research Information
 - Making Inferences/Using supporting text evidence
 - Journal Writing
 - Written response to lesson questions
 - Writing text to accompany projects
- **Math:**
 - Read and interpret graphs & charts
 - Collect and organize data Represent and classify data according to attributes (Venn Diagrams)
 - Recognizing and describing changes in quantities
- **Technology:**
 - Multimedia presentations
 - Research health topics specific to chapter using internet sources
- **Social Studies:**
 - Local, State, & Federal organizations

Standard Overview: 2.2 Physical Wellness
Grade Span: 6-8
By The End of Grade: 8

Disciplinary Concept	Core Idea	Performance Expectations
<p>Movement Skills and Concepts</p>	<p>Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).</p> <p>Feedback from others and self-assessment impacts performance of movement skills and concepts.</p> <p>Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.</p>	<ul style="list-style-type: none"> ● 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). ● 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. ● 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). ● 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills. ● 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. ● 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. ● 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
<p>Physical Fitness</p>	<p>A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time,</p>	<ul style="list-style-type: none"> ● 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. ● 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity. ● 2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness

	Type (F.I.T.T).	<p>(e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).</p> <ul style="list-style-type: none"> ● 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program. ● 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
Lifelong Fitness	<p>Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.</p> <p>Community resources can provide participation in physical activity for self and family members.</p>	<ul style="list-style-type: none"> ● 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. ● 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime. ● 2.2.8.LF.3: Explore by leading yourself and others to experience and participate in different cultures' physical fitness activities. ● 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities. ● 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities. ● 2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities. ● 2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions
Nutrition	<p>Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.</p>	<ul style="list-style-type: none"> ● 2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits. ● 2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights. ● 2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.

- **2.2.8.N.4:** Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balanced nutrition).

Standard

- **2.2 Physical Wellness**

Disciplinary Concept

- **Movement Skills and Concepts**

Core Idea

- Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).
- Feedback from others and self-assessment impacts performance of movement skills and concepts.
- Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

Big Idea/Enduring Understanding

- Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.

Essential Questions

- How does effective and appropriate movement affect wellness?
- Why do I have to understand concepts of movement when I can already perform the movement?

Performance Expectations

- **2.2.8.MSC.1:** Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- **2.2.8.MSC.2:** Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- **2.2.8.MSC.3:** Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).

- **2.2.8.MSC.4:** Analyze, and correct movements and apply to refine movement skills.
- **2.2.8.MSC.5:** Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
- **2.2.8.MSC.6:** Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
- **2.2.8.MSC.7:** Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

Lesson Objectives

(What Students Will Know and Be Able to Do)

- 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).
- Apply the concept of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
- 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).
- Detect, analyze, and correct errors and apply to refine movement skills.
- Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
- Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
- Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

Active Learning Engagement/Suggested Activities

- Do Nows/Exit Tickets
- Stations
- Graphic Organizers
- Teacher generated activities
- Academic Teaming/ Group Work Activities
- Graphic Organizers
- Academic Teaming/Group Work Activities

By the end of grade six:

- Activities related to:
 - Modified sport games that continue to support traditional sport skills:
 - Soccer; Basketball; Softball; Hockey; Golf; Team Handball
 - Activities that support lifetime/wellness skills:

- Walking club; Jump rope; Yoga
- Recreational Activities:
 - Badminton; Ping Pong; Pickle Ball; Bowling; Biking; Kickball; Dance; Yoga; Frisbee; Aerobics; posture exercises; shoulder girdle exercises

By the end of grade seven:

- Activities related to:
 - Modified sport games
 - Traditional sport games
 - Recreational activities/Wellness activities
 - Cooperative Learning Activities
 - Project USE Grade 7 (See Appendix)
 - Golf

By the end of grade eight:

- Activities related to:
 - Modified sport games
 - Traditional sport games
 - Recreational activities/Wellness activities
 - Cooperative Learning Activities
 - Project USE Grade 8 (See Appendix)
 - Golf

Supplementary Resources

- Action for Health Kids – www.actionforhealthykids.org
- Alliance for a Healthier Generation – www.healthiergeneration.org
- American Alliance for Health, Physical Education, Recreation and Dance – www.aahperd.org
- American Heart Association – www.americanheart.org
- American Red Cross – www.redcross.org
- Body and Mind – www.bam.gov/
- Center for Disease Control (CDC) – www.cdc.gov
- Comprehensive Health Education Foundation (C.H.E.F.) – www.chef.org
- Coordinated Approach to Child Health (C.A.T.C.H.) – www.flaghouse.com
- Dance Dance Revolution – www.ddrgame.com
- Education World – www.educationalworld.com
- Flaghouse Sporting Goods – www.flaghouse.com
- Food Guide – www.MyPyramid.gov
- Games Kids Play – www.gameskidsplay.net/

- Great Activities Newspaper – www.greatactivities.net
- Health Teacher Lessons – www.healthteacher.com
- Healthy School Playgrounds – www.peacefulplaygrounds.com
- Human Kinetics – www.humankinetics.com
- Inspiration/Kidspiration – www.inspiration.com
- KaBOOM – www.kaboom.org
- New Jersey Association for Health, Physical Education, Recreation and Dance - www.njahperd.org
- New Jersey Department of Education – www.state.nj.us/education
- PE Central – www.pecentral.org; www.pelogit.org
- Project A.C.E.S. (All Children Exercising Simultaneously) – www.projectaces.com
- Project USE – www.projectadventure.com
- Small Steps Nutritional Plans – www.smallstep.gov
- Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – www.sportime.com
- Team Nutrition – www.teamnutrition.usda.gov
- Teen Health – www.teenhealth.org
- The President’s Council on Physical Fitness and Sport – www.presidentschallenge.org
- www.fitness.gov
- United Streaming – www.unitedstreaming.com
- US Department of Health and Human Services – www.HHS.gov

Content Vocabulary

- equilibrium rotation
- range of motion
- compare and contrast sequence
- counterbalance
- Movement Skills (Sport Specific)
- Skill Combination(s)
- movement sequence (dance specific/sport specific)
- principles of force
- principles of motion

Assessments

- **Formative:**
 - Performance in group and individual hands-on activities
 - Unit Pre Assessment

- Teacher Observation
- Activity Checklist
- **Summative:**
 - Teacher Observation
 - Activity Checklist
 - Activity Benchmarks
 - Quizzes/Assessments – Verbal and Written
 - Skill Performance
 - Group and/or Team Performance
 - Individual Performance
 - Monthly Marathon Run
 - PE Challenge Tasks
 - Fitnessgram Challenge
 - Class Preparation
 - Teacher made rubrics
 - Projects & Class work
 - Performance in group and individual hands-on activities
 - Oral presentations / Multimedia Presentations / Research Projects
 - Web Quests & Internet activities
 - Students responses to questioning techniques using the levels of Bloom’s Taxonomy/Questioning
 - Questioning Prompts

Performance Task Options/Alternative Assessments

- Project Based Learning
- Debates
- Google Slides or other project
- Class Discussions
- Oral Presentations

Cross Curricular Integration

- Language Arts Speaking & Listening
- Mathematics Patterns and Algebra Science Physics
- Visual and Performing Arts Aesthetics
- Visual and Performing Arts Creation and Performance

Standard

- **2.2 Physical Wellness**

Disciplinary Concept

- **Physical Fitness**

Core Idea

- A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).

Big Idea/Enduring Understanding

- Lifetime fitness depends upon understanding how each fitness component is developed and measured. How to design and implement a personal fitness plan that supports a healthy, active lifestyle.

Essential Questions

- How to design and implement a personal fitness plan that supports a healthy, active lifestyle?

Performance Expectations

- **2.2.8.PF.1:** Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
- **2.2.8.PF.2:** Recognize and involve others of all ability levels into a physical activity.
- **2.2.8.PF.3:** Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
- **2.2.8. PF.4:** Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
- **2.2.8.PF.5:** Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.

Lesson Objectives

(What Students Will Know and Be Able to Do)

- Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
- Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.

- Analyze how medical and technological advances impact personal fitness.
- Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
- Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.
- Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.
- Analyze the social, emotional, and health benefits of selected physical experiences.
- Determine to what extent various activities improve skill-related fitness versus health-related fitness.
- Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
- Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
- Relate physical activity, healthy eating, and body composition to personal fitness and health.
- Explain and apply the training principles of frequency, intensity, time and type (FITT) to improve personal fitness.
- Evaluate the short and long term effects of anabolic steroids and other performance-enhancing substances on personal health.

Active Learning Engagement/Suggested Activities

- Do Nows/Exit Tickets
- Stations
- Graphic Organizers
- Teacher generated activities
- Academic Teaming/ Group Work Activities
- Graphic Organizers
- Academic Teaming/Group Work Activities

By the end of grade six:

- Activities related to physical fitness:
 - PACER Test
 - Curl Up Test
 - Pushups
 - Back-saver Sit and Reach Test

By the end of grade seven:

- Activities related to:
 - Activities that involve use of different body systems.
 - Activities that promote the benefits of regular physical activity.
 - Activities related to physical fitness:
 - PACER Test
 - Curl Up Test
 - Pushups

- Back-saver Sit and Reach Test

By the end of grade eight:

- Activities related to:
 - Activities that involve use of different body systems.
 - Activities that promote the benefits of regular physical activity.
 - Activities related to physical fitness:
 - PACER Test
 - Curl Up Test
 - Pushups
 - Back-saver Sit and Reach Test

Supplementary Resources

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- New Jersey Department of Education – www.state.nj.us/education
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- Project USE – www.projectadventure.com

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- Team Nutrition – www.teamnutrition.usda.gov
- Teen Health – www.teenhealth.org
- The President’s Council on Physical Fitness and Sport – www.presidentschallenge.org
- www.fitness.gov
- United Streaming – www.unitedstreaming.com
- US Department of Health and Human Services – www.HHS.gov

Content Vocabulary

- body systems (6)
- acute exercise versus regular exercise
- Anaerobic exercise vs. aerobic exercise
- body composition
- health related components (5)
- skill related components (6)
- health behaviors
- heredity
- Training

Assessments

- **Formative:**
 - Performance in group and individual hands-on activities
 - Unit Pre Assessment
 - Teacher Observation
 - Activity Checklist
- **Summative:**
 - Teacher Observation
 - Activity Checklist
 - Activity Benchmarks
 - Tests/Quizzes – Verbal and Written Skill Performance
 - Group and/or Team Performance
 - Individual Performance
 - Monthly Marathon Run
 - PE Challenge Tasks

- Fitnessgram Challenge
- Class Preparation
- PACER Test
- Heart Rate Monitors
- Pedometers
- District Fitness Program
- Direct Observational Measures
- Self Report Instruction
- Class Preparation
- Teacher made rubrics
- Projects & Class work
- Performance in group and individual hands-on activities
- Oral presentations / Multimedia Presentations / Research Projects
- Web Quests & Internet activities
- Students responses to questioning techniques using the levels of Bloom's Taxonomy/Questioning
- Questioning Prompts

Performance Task Options/Alternative Assessments

- Project Based Learning
- Debates
- Google Slides or other project
- Class Discussions
- Oral Presentations

Cross Curricular Integration

- **Mathematics:**
 - Data Analysis
 - Probability
 - Discrete Mathematics
 - Mathematical Process
- **Science**
 - Scientific Process
 - Nature and Process of Technology
 - Characteristics of Life
 - Physics

Standard

- **2.2 Physical Wellness**

Disciplinary Concept

- **Lifelong Fitness**

Core Idea

- Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.
- Community resources can provide participation in physical activity for self and family members.

Big Idea/Enduring Understanding

- Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

Essential Questions

- How can you design and implement a personal fitness plan that supports a healthy, active lifestyle?

Performance Expectations

- **2.2.8.LF.1:** Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
- **2.2.8.LF.2:** Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
- **2.2.8.LF.3:** Explore by leading yourself and others to experience and participate in different cultures' physical fitness activities.
- **2.2.8.LF.4:** Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
- **2.2.8.LF.5:** Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities.
- **2.2.8.LF.6:** Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
- **2.2.8.LF.7:** Evaluate personal attributes as they relate to career options in physical activity and health professions.

Lesson Objectives

(What Students Will Know and Be Able to Do)

- Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
- Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
- Analyze how medical and technological advances impact personal fitness.
- Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
- Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.
- Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.
- Analyze the social, emotional, and health benefits of selected physical experiences.
- Determine to what extent various activities improve skill-related fitness versus health-related fitness.
- Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
- Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
- Relate physical activity, healthy eating, and body composition to personal fitness and health.
- Explain and apply the training principles of frequency, intensity, time and type (FITT) to improve personal fitness.
- Evaluate the short and long term effects of anabolic steroids and other performance-enhancing substances on personal health.

Active Learning Engagement/Suggested Activities

- Do Nows/Exit Tickets
- Stations
- Graphic Organizers
- Teacher generated activities
- Academic Teaming/ Group Work Activities
- Graphic Organizers
- Academic Teaming/Group Work Activities

By the end of grade six:

- Activities related to physical fitness:
 - PACER Test
 - Curl Up Test
 - Pushups
 - Back-saver Sit and Reach Test

By the end of grade seven:

- Activities related to:
 - Activities that involve use of different body systems.
 - Activities that promote the benefits of regular physical activity.
 - Activities related to physical fitness:
 - PACER Test

- Curl Up Test
- Pushups
- Back-saver Sit and Reach Test

By the end of grade eight:

- Activities related to:
 - Activities that involve use of different body systems.
 - Activities that promote the benefits of regular physical activity.
 - Activities related to physical fitness:
 - PACER Test
 - Curl Up Test
 - Pushups
 - Back-saver Sit and Reach Test

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- Inspiration/Kidspiration – www.inspiration.com
- KaBOOM – www.kaboom.org
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- New Jersey Department of Education – www.state.nj.us/education PE Central – www.pecentral.org; www.pelogit.org
- Project A.C.E.S. (All Children Exercising Simultaneously) – www.projectaces.com
- Project USE – www.projectadventure.com
- Small Steps Nutritional Plans – www.smallstep.gov
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- Team Nutrition – www.teamnutrition.usda.gov
- Teen Health – www.teenhealth.org
- The President’s Council on Physical Fitness and Sport – www.presidentschallenge.org
- www.fitness.gov
- United Streaming – www.unitedstreaming.com
- US Department of Health and Human Services – www.HHS.gov

Content Vocabulary

- body systems (6)
- acute exercise versus regular exercise
- Aerobic exercise vs. anaerobic exercise
- body composition
- health related components (5)
- skill related components (6)
- health behaviors
- heredity
- training

Assessments

- **Formative:**
 - Performance in group and individual hands-on activities
 - Unit Pre Assessment
 - Teacher Observation
- **Summative:**
 - Teacher Observation
 - Activity Checklist
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 - Quizzes/Assessments – Verbal and Written Skill Performance
 - Group and/or Team Performance

- Individual Performance
- Monthly Marathon Run
- PE Challenge Tasks
- Fitnessgram Challenge
- Class Preparation
- PACER Test
- Heart Rate Monitors
- Pedometers
- District Fitness Program
- Direct Observational Measures
- Self Report Instruction
- Teacher made rubrics
- Projects & Class work
- Performance in group and individual hands-on activities
- Oral presentations / Multimedia Presentations / Research Projects
- Web Quests & Internet activities
- Students responses to questioning techniques using the levels of Bloom's Taxonomy/Questioning
- Questioning Prompts

Performance Task Options/Alternative Assessments

- Project Based Learning
- Debates
- Google Slides or other project
- Class Discussions
- Oral Presentations

Cross Curricular Integration

- **Mathematics**
 - Data Analysis
 - Probability
 - Discrete Mathematics
 - Mathematical Process
- **Science**
 - Scientific Process
 - Nature and Process of Technology

- Characteristics of Life
- Physics

Standard

- **2.2 Physical Wellness**

Disciplinary Concept

- **Nutrition**

Core Idea

- Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.

Big Idea/Enduring Understanding

- Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

Essential Questions

- What makes a food healthy?
- How do you determine appropriate portion sizes?

Performance Expectations

- **2.2.8.N.1:** Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
- **2.2.8.N.2:** Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.
- **2.2.8.N.3:** Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
- **2.2.8.N.4:** Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balanced nutrition).

Lesson Objectives

(What Students Will Know and Be Able to Do)

- Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.

- Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
- Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.
- Analyze the nutritional values of new products and supplements.
- Determine factors that influence food choices and eating patterns.
- Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
- Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
- Compare and contrast nutritional information on similar food products in order to make informed choices.

Active Learning Engagement/Suggested Activities

- Do Nows/Exit Tickets
- Stations
- Graphic Organizers
- Teacher generated activities
- Academic Teaming/ Group Work Activities

By the end of grade 6:

- Topic Vocabulary & E-flashcards
- Health Inventory
- Foldables
- Discussion of community resources
- Examine media for different health articles
- Expository writing
- School nurse visit/Guest speakers
- Online quizzes and activities (pearsonsuccess.net)
- “Building Health Skills” activities
- “Hands-on Health” activities
- Group project
- Topic related DVD/videos

By the end of grades 7 and 8:

- Topic Vocabulary & E-flashcards
- Health Inventory
- Foldables
- Discussion of community resources
- Examine media for different health articles
- Expository writing
- School nurse visit Guest speakers
- Online quizzes and activities (health.glencoe.com)

- “Building Health Skills” activities
- “Hands-on Health” activities Group project
- Topic related DVD/videos

Supplementary Resources

- Unitedstreaming.com
- YouTube/Movies
- General Internet Resources
- Pearson Health Textbook
- NewsELA
- Reading A-Z

Content Vocabulary

Vitamins, nutrients, supplements, balance nutrition, carbohydrates, fat, calorie, protein, fiber

Assessments

- **Formative:**
 - Performance in group and individual hands-on activities
 - Unit Pre Assessment
- **Summative:**
 - Lesson/ Chapter reviews
 - Quiz/Assessment
 - Teacher made rubrics
 - Projects
 - Class work
 - Performance in group and individual hands-on activities
 - Oral presentations
 - Multimedia Presentations
 - Research Projects
 - Web Quests
 - Pictorial prompts/responses
 - Verbal/Written responses
 - Problem-based Learning Projects
 - Internet activities
 - Open-ended responses

- Students responses to questioning techniques using the levels of Bloom's Taxonomy/Questioning
- Questioning Prompts

Performance Task Options/Alternative Assessments

- Project Based Learning
- Debates
- Google Slides or other project
- Class Discussions
- Oral Presentations

Cross Curricular Integration

- **English Language Arts:**
 - Read and respond to informational text
 - Use glossary and index to locate information in text
 - Vocabulary development
 - Research Information
 - Making Inferences/Using supporting text evidence
 - Journal Writing
 - Written response to lesson questions
 - Writing text to accompany projects
 - Persuasive Writing
- **Math:**
 - Read and interpret graphs & charts
 - Collect and organize data
 - Represent and classify data according to attributes (Venn Diagrams)
 - Recognizing and describing changes in quantities
 - Understand the everyday objects have a variety of attributes Problem Solving
- **Technology:**
 - Multimedia presentations
 - Research health topics specific to chapter using internet sources
- **Science:**
 - Food Pyramid

Standard Overview: 2.3 Safety
Grade Span: 6th-8th
By The End of Grade: 8

Disciplinary Concept	Core Idea	Performance Expectations
Personal Safety	<p>Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.</p> <p>Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.</p> <p>Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.</p>	<ul style="list-style-type: none"> ● 2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others.. ● 2.3.8.PS.2: Define sexual consent. ● 2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health ● 2.3.8.PS.4: Describe strategies exploiters employ to recruit youth. ● 2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe. ● 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully. ● 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).
Health Conditions, Diseases and Medicines	<p>Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.</p> <p>The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.</p>	<ul style="list-style-type: none"> ● 2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions. ● 2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors. ● 2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).

		<ul style="list-style-type: none"> ● 2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV). ● 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission. ● 2.3.8.HCDM.6: Explain how the immune system fights disease. ● 2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine promote health-enhancing behaviors.
<p>Alcohol, Tobacco, and Drugs</p>	<p>The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.</p>	<ul style="list-style-type: none"> ● 2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically. ● 2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse. ● 2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs. ● 2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory. ● 2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.
<p>Dependency, Substances Disorder and Treatment</p>	<p>A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.</p> <p>The use of alcohol and drugs can affect the social, emotional,</p>	<ul style="list-style-type: none"> ● 2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders. ● 2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level. ● 2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual’s social, emotional, and physical well-being. ● 2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends

	and physical behaviors of individuals and their families.	and family members. <ul style="list-style-type: none"> ● 2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.
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Standard
<ul style="list-style-type: none"> ● 2.3 Safety
Disciplinary Concept
<ul style="list-style-type: none"> ● Personal Safety
Core Idea
<ul style="list-style-type: none"> ● Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations. ● Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame. ● Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.
Big Idea/Enduring Understanding
<ul style="list-style-type: none"> ● Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.
Essential Questions
<ul style="list-style-type: none"> ● What is the difference between healthy and unhealthy risks? ● Why do we sometimes take risks that can cause harm to ourselves or others?
Performance Expectations
<ul style="list-style-type: none"> ● 2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence). ● 2.3.8.PS.2: Define sexual consent and sexual agency. ● 2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence). ● 2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.

- **2.3.8.PS.5:** Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).
- **2.3.8.PS.6:** Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).
- **2.3.8.PS.7:** Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

Lesson Objectives
(What Students Will Know and Be Able to Do)

- Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.
- Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.
- Analyze the causes and the consequences of noncompliance with the traffic safety system.
- 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.
- Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
- Explain what to do if abuse is suspected or occurs.
- Summarize the components of the traffic safety system and explain how people contribute to making the system effective.
- Assess when to use basic first-aid procedures.

Active Learning Engagement/Suggested Activities

- Do Nows/Exit Tickets
- Stations
- Graphic Organizers
- Teacher generated activities
- Academic Teaming/ Group Work Activities
- Topic Vocabulary/Eflashcards
- Health Inventory
- Foldables
- Discussion of community resources
- Examine media for different health articles
- Expository writing
- School nurse visit/Guest speakers
- Online quizzes and activities
- "Building Health Skills" activities
- "Hands-on Health" activities
- Topic related DVD/videos

- Role Playing
- Lockdown Drills Fire Drills

Supplementary Resources

- Textbook
- Unitedstreaming.com
- YouTube/Movies
- General Internet Resources
- NewsELA
- Reading A-Z

Content Vocabulary

Consent, domestic violence, trafficking, coercion, sexual harassment, exploitation

Assessments

- **Formative:**
 - Performance in group and individual hands-on activities
 - Unit Pre Assessment
- **Summative:**
 - Lesson/ Chapter reviews
 - Quiz/Assessment
 - Teacher made rubrics
 - Projects
 - Class work
 - Performance in group and individual hands-on activities
 - Oral presentations
 - Multimedia Presentations
 - Research Projects
 - Web Quests
 - Pictorial prompts/responses
 - Verbal/Written responses
 - Problem-based Learning Projects
 - Internet activities
 - Open-ended responses
 - Students responses to questioning techniques using the levels of Bloom's Taxonomy/Questioning

- Questioning Prompts

Performance Task Options/Alternative Assessments

- Project Based Learning
- Debates
- Google Slides or other project
- Class Discussions
- Oral Presentations

Cross Curricular Integration

- **English Language Arts:**
 - Read and respond to informational text
 - Use glossary and index to locate information in text
 - Vocabulary development
 - Research Information
 - Making Inferences/Use text evidence
 - Journal Writing
 - Written response to lesson questions
 - Writing text to accompany projects
- **Math:**
 - Read and interpret graphs & charts
 - Collect and organize data
 - Represent and classify data according to attributes (Venn Diagrams)
 - Recognizing and describing changes in quantities
- **Technology:**
 - Multimedia presentations
 - Research health topics specific to chapter using internet sources
- **Science:**
 - Animal Bites and Stings
- **Social Studies:**
 - Community Resources

Standard

- 2.3 Safety

Disciplinary Concept

- **Health Conditions, Disease, and Medicines**

Core Idea

- Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.
- The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.

Big Idea/Enduring Understanding

- Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

Essential Questions

- To what extent can we keep ourselves disease free?

Performance Expectations

- **2.3.8.HCDM.1:** Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.
- **2.3.8.HCDM.2:** Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.
- **2.3.8.HCDM.3:** Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).
- **2.3.8.HCDM.4:** Describe the signs, symptoms, and potential impacts of STIs (including HIV).
- **2.3.8.HCDM.5:** Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.
- **2.3.8.HCDM.6:** Explain how the immune system fights disease.
- **2.3.8.HCDM.7:** Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine promote health-enhancing behaviors.

Lesson Objectives

(What Students Will Know and Be Able to Do)

- 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.

- Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.
- 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 wellbeing.
- Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.
- Determine the impact of public health strategies in preventing diseases and health conditions.
- Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.

Active Learning Engagement/Suggested Activities

- Do Nows/Exit Tickets
- Stations
- Graphic Organizers
- Teacher generated activities
- Academic Teaming/ Group Work Activities
- Topic Vocabulary/Eflashcards
- Health Inventory
- Foldables
- Discussion of community resources
- Examine media for different health articles
- Expository writing
- School nurse visit/Guest speakers
- Online quizzes and activities
 - 6th–pearsonsuccessnet.com; 7th & 8th–health.glencoe.com
- “Building Health Skills” activities
- “Hands-on Health” activities
- Topic related DVD/videos
- Role Playing
- Lockdown Drills Fire Drills

Supplementary Resources

- Textbook
- Unitedstreaming.com
- YouTube/Movies
- General Internet Resources
- NewsELA

- Reading A-Z

Content Vocabulary

- Sanitation, genetics, STIs, abstinence, heredity, type 1 diabetes, type 2 diabetes, angioplasty, non-communicable diseases

Assessments

- **Formative:**
 - Performance in group and individual hands-on activities
 - Unit Pre Assessment
- **Summative:**
 - Lesson/ Chapter reviews
 - Quiz/Assessment
 - Teacher made rubrics
 - Projects
 - Class work
 - Performance in group and individual hands-on activities
 - Oral presentations
 - Multimedia Presentations
 - Research Projects
 - Web Quests
 - Pictorial prompts/responses
 - Verbal/Written responses
 - Problem-based Learning Projects
 - Internet activities
 - Open-ended responses
 - Students responses to questioning techniques using the levels of Bloom's Taxonomy/Questioning
 - Questioning Prompts

Performance Task Options/Alternative Assessments

- Project Based Learning
- Debates
- Google Slides or other project
- Class Discussions
- Oral Presentations

Cross Curricular Integration

- **English Language Arts:**
 - Read and respond to informational text
 - Use glossary and index to locate information in text
 - Vocabulary development
 - Research Information
 - Making Inferences/Use text evidence
 - Journal Writing
 - Written response to lesson questions
 - Writing text to accompany projects
- **Math:**
 - Read and interpret graphs & charts
 - Collect and organize data
 - Represent and classify data according to attributes (Venn Diagrams)
 - Recognizing and describing changes in quantities
- **Technology:**
 - Multimedia presentations
 - Research health topics specific to chapter using internet sources
- **Social Studies:**
 - Cultural Contributions of scientists
 - Comparing Global Immunization Programs
 - Red Cross
 - CDC

Standard

- **2.3 Safety**

Disciplinary Concept

- **Alcohol, Tobacco, and Other Drugs**

Core Idea

- The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.

Big Idea/Enduring Understanding

- Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.

Essential Questions

- Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?
- How do I make the "right" decisions in the face of peer, media and other pressures?

Performance Expectations

- **2.3.8.ATD.1:** Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.
- **2.3.8.ATD.2:** Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.
- **2.3.8.ATD.3:** Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.
- **2.3.8.ATD.4:** Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.
- **2.3.8.ATD.5:** Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.

Lesson Objectives

(What Students Will Know and Be Able to Do)

- Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.
- Predict the legal and financial consequences of the use, sale, and possession of illegal substances.
- Analyze the effects of all types of tobacco use on the aging process.
- Compare and contrast smoking laws in New Jersey with other states and countries.
- 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.
- Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STI's.
- Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.
- Analyze health risks associated with injected drug use.
- Explain the system of drug classification and why it is useful in preventing substance abuse.
- Relate tobacco use and the incidence of disease.
- Compare the effects of laws, policies, and procedures on smokers and nonsmokers.
- 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 on one's health.

- Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.
- Summarize the signs and symptoms of inhalant abuse.
- Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.

Active Learning Engagement/Suggested Activities

- Do Nows/Exit Tickets
- Stations
- Graphic Organizers
- Teacher generated activities
- Academic Teaming/ Group Work Activities
- Topic Vocabulary/Eflashcards
- Health Inventory
- Foldables
- Discussion of community resources
- Examine media for different health articles
- Expository writing
- School nurse visit/Guest speakers
- Online quizzes and activities
- “Building Health Skills” activities
- “Hands-on Health” activities
- Topic related DVD/videos

Supplementary Resources

- Textbook
- Unitedstreaming.com
- YouTube/Movies
- General Internet Resources
- NewsELA
- Reading A-Z

Content Vocabulary

Addictive, alcoholism, alcohol abuse, tolerance, dependence, withdrawal, stimulant, depressant

Assessments

- **Formative:**
 - Performance in group and individual hands-on activities
 - Unit Pre Assessment
- **Summative:**
 - Lesson/ Chapter reviews
 - Quiz/Assessment
 - Teacher made rubrics
 - Projects
 - Class work
 - Performance in group and individual hands-on activities
 - Oral presentations
 - Multimedia Presentations
 - Research Projects
 - Web Quests
 - Pictorial prompts/responses
 - Verbal/Written responses
 - Problem-based Learning Projects
 - Internet activities
 - Open-ended responses
 - Students responses to questioning techniques using the levels of Bloom’s Taxonomy/Questioning
 - Questioning Prompts

Performance Task Options/Alternative Assessments

- Project Based Learning
- Debates
- Google Slides or other project
- Class Discussions
- Oral Presentations

Cross Curricular Integration

- **English Language Arts:**
 - Read and respond to informational text
 - Use glossary and index to locate information in text
 - Vocabulary development
 - Research Information

- Making Inferences/Using text evidence
- Journal Writing
- Written response to lesson questions
- Writing text to accompany projects
- **Math:**
 - Read and interpret graphs & charts
 - Collect and organize data
 - Represent and classify data according to attributes
- **Technology:**
 - Multimedia presentations
 - Research health topics specific to chapter using internet sources
- **Science:**
 - Basic Needs of human beings

Standard

- **2.3 Safety**

Disciplinary Concept

- **Dependency, Substance Disorders, and Treatment**

Core Idea

- A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.
- The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.
- Substance abuse is caused by a variety of factors.
- The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.

Big Idea/Enduring Understanding

- Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.

Essential Questions

- What are the factors that cause addiction?

Performance Expectations

- **2.3.8.DSDT.1:** Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.
- **2.3.8.DSDT.2:** Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.
- **2.3.8.DSDT.3:** Determine the impact that alcohol and drugs can have on an individual’s social, emotional, and physical well-being.
- **2.3.8.DSDT.4:** Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.
- **2.3.8.DSDT.5:** Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.

Lesson Objectives

(What Students Will Know and Be Able to Do)

- 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.
- Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.
- Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
- Explain how wellness is affected during the stages of drug dependency/addiction.
- 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.
- Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.

Active Learning Engagement/Suggested Activities

- Do Nows/Exit Tickets
- Stations
- Graphic Organizers
- Teacher generated activities
- Academic Teaming/ Group Work Activities
- Topic Vocabulary/Eflashcards
- Health Inventory
- Foldables
- Discussion of community resources
- Examine media for different health articles
- Expository writing

- School nurse visit/Guest speakers
- Online quizzes and activities
 - 6th–pearsonsuccessnet.com; 7th & 8th–health.glencoe.com
- “Building Health Skills” activities
- “Hands-on Health” activities
- Topic related DVD/videos

Supplementary Resources

- Textbook
- Unitedstreaming.com
- YouTube/Movies
- General Internet Resources
- NewsELA
- Reading A-Z

Content Vocabulary

Dependence, genetics, substance abuse, addiction, tolerance, withdrawal

Assessments

- **Formative:**
 - Performance in group and individual hands-on activities
 - Unit Pre Assessment
- **Summative:**
 - Lesson/ Chapter reviews
 - Quiz/Assessment
 - Teacher made rubrics
 - Projects
 - Class work
 - Performance in group and individual hands-on activities
 - Oral presentations
 - Multimedia Presentations
 - Research Projects
 - Web Quests
 - Pictorial prompts/responses
 - Verbal/Written responses

- Problem-based Learning Projects
- Internet activities
- Open-ended responses
- Students responses to questioning techniques using the levels of Bloom's Taxonomy/Questioning
- Questioning Prompts

Performance Task Options/Alternative Assessments

- Project Based Learning
- Debates
- Google Slides or other project
- Class Discussions
- Oral Presentations

Cross Curricular Integration

- **English Language Arts:**
 - Read and respond to informational text
 - Use glossary and index to locate information in text
 - Vocabulary development
 - Research Information
 - Making Inferences/Using Text evidence
 - Journal Writing
 - Written response to lesson questions
 - Writing text to accompany projects
- **Math:**
 - Read and interpret graphs & charts
 - Collect and organize data
 - Represent and classify data according to attributes (Venn Diagrams)
- **Technology:**
 - Multimedia presentations
 - Research health topics specific to chapter using internet sources
- **Science:**
 - Basic Needs of human beings

Required Interdisciplinary Mandate

Required Interdisciplinary Lesson/Connections Quarter 1: Climate Change

- *Teachers may incorporate anywhere within the unit.*
- Example Lessons/Activities/Resources:
 - <https://www.nationalgeographic.org/education/climate-change/>
 - <https://serc.carleton.edu/integrate/workshops/envirojustice2013/activities/70832.html>
 - <https://ypte.org.uk/lesson-plans/climate-change>
 - https://www.inspiredinstruction.com/downloads/climate-change-useful-resources?utm_campaign=Recurring%20Newsletters&utm_medium=email&_hsmi=207153244&_hsenc=p2ANqtz-_e5gevwwWpPyIfPqO81gymTNVoxLZGCFT3JH34Yk1I4_m4AKCgUAzX0UFwM-UIsg0c0Blc6y3sVhvqUISPoJ2EByEJZw&utm_content=207153244&utm_source=hs_email
 - NewsELA
 - Reading A-Z

Required Interdisciplinary Lesson/Connections Quarter 2: Amistad and AAPI (Asian American Pacific Islander)

- *Teachers may incorporate anywhere within the unit.*
- Example Lessons/Activities/Resources:
 - <https://serc.carleton.edu/integrate/workshops/envirojustice2013/activities/70832.html>
 - <https://ypte.org.uk/lesson-plans/climate-change>
 - <https://docs.google.com/document/d/1FNE47-r2lsAMYtMBc3MTe2WHITv3hmsy/edit>
 - **W** 6-8 Choice Board
 - https://www.inspiredinstruction.com/downloads/asian-american-and-pacific-islander-aapi-useful-resources?utm_campaign=Recurring%20Newsletters&utm_medium=email&_hsmi=207153244&_hsenc=p2ANqtz-9wAg5RQO9EdVRGOLaoIWolemjyf8Hbja5ZTuUCBQY3HF5Eg7mu_CANv-IEVTi5Jju3_MZ8e861-GvZTyExR43Ex-SSeA&utm_content=207153244&utm_source=hs_email
 - <https://www.nj.gov/education/standards/dei/samples/index.shtml>
 - [In My Other Life](#)
 - [Native American Cultures Across the U.S.](#)
 - [Poverty and Unemployment: Exploring the Connections](#)
 - <https://pulitzercenter.org/builder/lesson/underreported-stories-migration-missing-pieces-holistic-story>
 - NewsELA
 - Reading A-Z
 - **Also see Inclusion and Diversity Sample Lessons**

Required Interdisciplinary Lesson/Connections Quarter 3: Holocaust

- *Teachers may incorporate anywhere within the unit.*
- Example Lessons/Activities/Resources:

- <https://www.youtube.com/watch?v=v5GCreFWsjQ>
- “Teens Against Hitler” www.scope.scholastic.com
- <http://www.theholocaustsurvivorsproject.org/survivor-stories/ruth-rosenfeld/>
- *Partisans: Through the Eye of the Soviet Newsreel (3:30)* <https://www.youtube.com/watch?v=ue7k1rkxeg>
- <https://fcit.coedu.usf.edu/holocaust/activity/MiddleSc.htm>
- <https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-5-prejudice-and-stereotypes> (Prejudice and stereotypes)
- <https://futuresinitiative.org/teachingpsychology/2017/05/09/lesson-plan-on-stereotypes-prejudice-and-discrimination/> (Prejudice, stereotypes, and discrimination)
- <https://www.ushmm.org/teach/holocaust-lesson-plans/spanish-language-newspaper-coverage-of-the-holocaust-history-unfolded>
- <https://www.education.txstate.edu/ci/socialstudies/social-ed-eng/resourcesinspanish/Social-Studies-Internet-Resources-in-Spanish.html>
- NewsELA
- Reading A-Z
- **Also see Inclusion and Diversity Sample Lessons**

Required Interdisciplinary Lesson/Connections Quarter 4: LGBTQ+/Disabilities

- *Teachers may incorporate anywhere within the unit.*
- Example Lessons/Activities/Resources:
 - [What Can We Do? Bias, Bullying, & Bystanders. \[4 – 8\]](#)
 - [Simple Ways to Incorporate LGBTQ and Gender Inclusive Material Across the Curriculum](#)
 - <https://newsela.com/search/>
 - <https://www.education.txstate.edu/ci/socialstudies/social-ed-eng/resourcesinspanish/Social-Studies-Internet-Resources-in-Spanish.html>
 - <https://sharemylesson.com/teaching-resource/lgbtqia-history-timeline-lesson>
 - learningforjustice.com
 - NewsELA
 - Reading A-Z
 - **Also see Inclusion and Diversity Sample Lessons**

Comprehensive Health and Physical Education Practices

Practice	Description
Acting as	Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a

responsible and contributing member of society	<p>community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.</p>
Building and maintaining healthy relationships	<p>Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.</p>
Communicating clearly and effectively (verbal and nonverbal)	<p>Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.</p>
Resolving conflict	<p>Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.</p>
Attending to personal health, emotional, social and physical well-being	<p>Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.</p>
Engaging in an active lifestyle	<p>Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily</p>

	schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
Making decisions	Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one’s health or present a risk. They analyze if a decision can be made individually or collaboratively.
Managing-self	Individuals who possess health and physical literacy understand and practice strategies for managing one’s own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

SEL Competencies and Activities		
SEL Competency	Examples Practices	Content Specific Activity and Approach to SEL
<ul style="list-style-type: none"> ● Self Awareness ● Self Management ● Social Awareness ● Relationship Skills ● Responsible Decision Making 	<ul style="list-style-type: none"> ● Clearly state classroom rules ● Provide students with specific feedback regarding academics and behavior ● Offer different ways to demonstrate understanding ● Create opportunities for students to self-advocate ● Check for student understanding/feelings about performance 	<p>Feelings Wheel</p> <p>Positive Self Talk</p>

	<ul style="list-style-type: none"> ● Check for emotional well-being ● Facilitate understanding of students strengths and challenges 	
<ul style="list-style-type: none"> ● Self Awareness ● Self Management ● Social Awareness ● Relationship Skills ● Responsible Decision Making 	<ul style="list-style-type: none"> ● Encourage students to take pride/ownership in their work ● Encourage students to reflect and adapt to classroom situations ● Assist students with being ready in the classroom ● Assist students with managing their own emotional states 	WOOP Goal Setting Positive Pivot Scale
<ul style="list-style-type: none"> ● Self Awareness ● Self Management ● Social Awareness ● Relationship Skills ● Responsible Decision Making 	<ul style="list-style-type: none"> ● Encourage students to think on the perspective of others ● Assign appropriate groups ● Help students to think about social strengths ● Provide specific feedback on social skills ● Model positive social awareness through metacognition strategies 	The Listening Circle
<ul style="list-style-type: none"> ● Self Awareness ● Self Management ● Social Awareness ● Relationship Skills ● Responsible Decision Making 	<ul style="list-style-type: none"> ● Engage families and community members ● Model effective questioning and responding to students ● Plan for project-based learning ● Assist students with discovering individual strengths ● Model and promote respecting differences ● Model and promote active learning ● Help students develop communication skills ● Demonstrate value for a diversity of opinions 	Count Me Down Rose, Bud, Thorn
<ul style="list-style-type: none"> ● Self Awareness ● Self Management ● Social Awareness ● Relationship Skills ● Responsible Decision Making 	<ul style="list-style-type: none"> ● Support collaborative decision making for academics and behavior ● Foster student-centered discipline ● Assist students in step-by-step conflict resolution process ● Foster student independence ● Model fair and appropriate decision making ● Teach good citizenship 	POOCH Protocol

Modifications for 504 Students	Modifications for Special Education	Modifications for English Language Learners	Modifications for Gifted Students
<ul style="list-style-type: none"> ○ Extra time to complete assigned work and assessments ○ Shorten assignments/work periods ○ Simplify complex directions ○ Break long assignments into smaller parts ○ Assist student in setting short term goals ○ Pair written instructions with oral instructions ○ Provide rubrics and checklists ○ Adjust Pacing of Content ○ Small Group Intervention/Remediation ○ Individual Intervention/Remediation ○ Guided Notes/Graphic Organizers <p>*Based on 504 Plan</p>	<ul style="list-style-type: none"> ○ Chunk long term assignments into smaller units ○ Previewing information/material/vocabulary ○ Mnemonics ○ Use of preferred response mode (e.g., written, dictated, or oral) ○ Use of graphic organizers and outlines ○ Hands-on, multimodal activities ○ Use of color coding, highlighting, or underlining ○ Study or research guides ○ Real-life applications ○ Provide rubrics and checklists <p>*Based on IEP</p>	<p>All WIDA Resources can be found at this link: https://wida.wisc.edu/resources</p>	<ul style="list-style-type: none"> ○ Modify activities / assignments / projects / assessments ○ Provide an option for alternative activities / assignments and projects / assessments ○ Modify Content ○ Adjust Pacing of Content ○ Small Group Enrichment ○ Individual Enrichment ○ Higher-Level Text

Diversity and Inclusion
<p><i>Teacher should incorporate where appropriate.</i></p> <ul style="list-style-type: none"> ● Sample Lessons ● Physical Education: <ul style="list-style-type: none"> ○ Use of inclusive language in verbal and written directions ○ Incorporate adaptive physical education activities when needed

- Use of peer buddies and/or Intentional pairing of students
- Multi-sensory play and activities
- Allow for use of headphones when needed
- Being mindful of volume in room
- Contribute to group goals by actively sharing responsibility
- Foster diverse student relationships
- Demonstrate positive leaderships in group activities through words and actions
- Encourage teammates in a positive manner (model language to class)
- Ensure that all experiences and interactions are handled with fairness and justice
- Discuss Special Olympics and famous athletes
- **Health:**
 - pairing of students
 - Allow for use of headphones when needed
 - Remain mindful of volume in the room
 - Foster diverse student relationships
 - Demonstrate positive leadership roles in group activities through words and actions
 - Ensure historically underrepresented and marginalized identities and voices are present and equitably depicted in your course by means of guest speaker, case study, student voice, readings, etc.
 - Discuss topics and current events regarding age-appropriate public health concerns
 - Research and discuss prominent underrepresented and/or marginalized figures in public health roles
 - Analyze how and why public health concerns affect underserved and marginalized populations differently
 - Integrate SEL into activities and discussions

Professional Resources

- [Marzano Focused Model](#)
- [NJ Physical Education and Health Standards and Resources](#)

Modifications for Student at Risk of Academic Failure

- Pair visual prompts with verbal presentations.
- Ask students to restate information, directions, and assignments.
- Repetition and practice.
- Model skills / techniques to be mastered.
- Extended time to complete class work.
- Provide a copy of class notes.

- Peer Support
- Increase one on one time
- Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.
- Review behavior expectations and make adjustments for personal space or other behaviors as needed.
- Oral prompts can be given.
- <https://www.interventioncentral.org/response-to-intervention>

Integration of Technology

- Laptops
- Smart TV
- Google Drive Platforms
- Zoom
- Websites used throughout the unit (ex. Kahoot, polls.com, etc.)

Standard 8: Computer Science and Design Thinking

The study of these disciplines focuses on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues.

8.1 Computer Science

- This standard outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.
- [LINK to Standard](#)

8.2 Design Thinking

- This standard outlines the technological design concepts and skills essential for technological and engineering literacy. This standard includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.
- [LINK to Standard](#)