



# Middle School 6-8

## Health & Physical Education

### CURRICULUM

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

## Acknowledgements

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## **Curriculum Map/Pacing Guide**

### Health Grade 6

<b>Unit Topic</b>	<b>Time Allocated</b>	<b>Standards</b>
Goal Setting/Decision Making 1. Long-term and short-term goals 2. Decision making process	1 Week	NJSLS 2.2.8.LF.7 2.2.8.LF.3 2.2.8.LF.2 CRLKSP 3,7 CRLKS 9.1.8.CR.1 9.1.8.FP.1 9.1.8.FP.2 9.1.8.FP.3 9.1.8.FP.4 9.1.8.FP.5 9.2.8.CAP.3 9.2.8.CAP.18 9.4.8.CT.2
Mental/ Emotional Health 1. Identifying & managing emotions 2. Wellness 3. Physical well-being 4. Assault/abuse	1 Week	NJSLS 2.2.8.MSC.7 2.3.8.DSDT.2,3 2.2.8.PF.2 2.3.8.ATD.5 CRLKS 9.1.8.CR.1 9.1.8.FP.1-5 Consent (N.J.S.A. 18A:35)  Mental Health (N.J.S.A. 18A:35-4.39)  Breast Self-Examination (NJSA 18A:35-5.4) NJSA 18A:35-4.3,4.5a

<b>Social Health</b> 1. Effective Communication 2. Bonding & relationships	1 Week	NJSLS 2.2.8.LF.7 2.3.8.PS.6 2.3.8.ATD.5 2.3.8.PS.7 2.1.8.SSH.8 Consent (N.J.S.A. 18A:35)
<b>Drugs &amp; Alcohol</b>  1. Tobacco 2. Marijuana 3. Alcohol 4. Inhalants and street drugs 5. Anabolic Steroids	10 Weeks (Once a week)	NJSLS 2.2.8.PF.5 2.3.8.ATD.1-5 2.3.8.DSDT.1-5 CRLKS 9.4.8.DC.6 NJSLS-ELA R.I.6.1 R.I.6.7

## Curriculum Map/Pacing Guide

### Health Grade 7

Unit Topic	Time Allocated	Standards
<b>Nutrition</b>  1. Analyze influences on personal eating habits 2. Discuss how to personalize eating plans 3. Assess personal nutritional health	1 Week	NJSLS 2.2.8.N.1 2.2.8.N.2 2.2.8.N.3 2.2.8.N.4
<b>Wellness &amp; Personal Growth and Development</b>  1. Stress management techniques 2. Mental & Emotional Health 3. Body Systems 4. Family History 5. Maintaining and improving personal health	1 Week	NJSLS 2.1.8.EH.1 2.1.8.EH.2 2.1.8.PGD.1 2.1.8.PGD.2 2.1.8.PGD.3 2.1.8.PGD.4 2.2.8.LF.2 2.2.8.LF.4 2.3.8.HCDM.1 2.3.8.HCDM.2 2.3.8.HCDM.6

6. Positive benefits of physical activity on overall health 7. Self-Breast Examination		2.3.8.HCDM.7 2.1.8.CHSS.8 Mental Health (N.J.S.A. 18A:35-4.39) Self-Breast Examination NJSA 18A:35-5.4
<b>Personal Safety</b>  1. Digital Safety 2. Self-Harm/Suicide 3. Social Media 4. Safety Strategies 5. Impact on relationships	1 Week	NJSL 2.3.8.PS.1 2.3.8.PS.5 2.3.8.PS.6 2.3.8.PS.7  Suicide Prevention CRLKSP 5,8  Sexting (N.J.S.A. 18A:35-4.33)
<b>Community Health Services and Support</b>  1. What is advocacy 2. What can be advocated 3. Ways to advocate	1 Week	NJSL 2.1.8.CHSS.1 2.1.8.CHSS.6 2.1.8.CHSS.7  CRLKSP 3,4,5 9.1.8.CR2
<b>Social and Sexual Health</b> 1.Changing Body/ mind/ and feelings 1. Social Skills 2. Healthy Friendship 3. Teen Dating 4. Abuse/Assault 5. Abstinence	1 Week	NJSL 2.1.8.SSH.1-4 2.1.8.CHSS.4  Consent (N.J.S.A. 18A:35)  Dating Violence & Sexual Abuse/Assault Abstinence (N.J.S.A. 18A:356-4.19-20)

## Curriculum Map/Pacing Guide

### Health Grade 8

Unit Topic	Time Allocated	Standards
<b>Social &amp; Sexual Health</b> <ol style="list-style-type: none"> <li>1. Influences on teen relationships</li> <li>2. Types of relationships that exist</li> <li>3. Teen Dating</li> <li>4. Healthy &amp; Unhealthy relationships</li> <li>5. Contraception</li> <li>6. STI's</li> <li>7. Self-Care</li> </ol>	2 Weeks	NJSLS 2.1.8.SSH.5 2.1.8.SSH.6 2.1.8.SSH.7 2.1.8.SSH.8 2.1.8.SSH.10 2.1.8.SSH.11 2.1.8.PGD.3 2.3.8.HCDM.3 2.3.8.HCDM.4 2.3.8.HCDM.5 2.1.8.CHSS.1 2.1.8.CHSS.2 2.1.8.CHSS.3 2.1.8.CHSS.4 2.1.8.CHSS.5 N.J.S.A. 18A:35-5.4
<b>Personal Safety</b> <ol style="list-style-type: none"> <li>1. Dating violence</li> <li>2. Sexual consent</li> <li>3. Sexual Harassment</li> <li>4. Sexting Awareness</li> </ol>	1 Week	NJSLS 2.3.8.PS.1-7  Consent (N.J.S.A. 18A:35)  Sexting (N.J.S.A. 18A:35-4.33)  Sexual abuse & assault awareness and prevention education (N.J.S.A 18A:35-4.5a.)
<b>Alcohol, Tobacco, and other drugs</b> <ol style="list-style-type: none"> <li>1. Alcohol               <ul style="list-style-type: none"> <li>• Physiological effects</li> <li>• Injuries</li> <li>• Risky behaviors</li> <li>• Health issues</li> </ul> </li> <li>2. Drugs               <ul style="list-style-type: none"> <li>• Classifications</li> <li>• Physiological effects</li> <li>• Injuries</li> <li>• Risky behaviors/suicide</li> <li>• Health issues</li> </ul> </li> </ol>	1 Week	NJSLS 2.3.8.ATD.2 2.3.8.ATD.3 2.3.8.ATD.4 2.3.8.ATD.5 2.1.8.CHSS.6 2.1.8.CHSS.8

Dependency, Substances Disorder, and Treatment <ol style="list-style-type: none"> <li>1. Genetic factors</li> <li>2. Environmental factors</li> <li>3. Treatment</li> <li>4. Peer pressure</li> <li>5. Role models</li> <li>6. Self-esteem</li> </ol>	1 Weeks	
Community Health Services and Support <ol style="list-style-type: none"> <li>1. Advocacy for personal, family community, and global health</li> </ol>	1 Week	NJSLS 2.1.8.CHSS.6 2.1.8.CHSS.7 2.1.8.CHSS.8 9.1.8.FP.6 9.1.8.FP.7
Pregnancy & Parenting <ol style="list-style-type: none"> <li>1. Signs of pregnancy</li> <li>2. Stages of pregnancy</li> <li>3. Teen pregnancy</li> <li>4. Birthing process</li> <li>5. Lifestyle changes</li> <li>6. Abstinence</li> <li>7. Sexual Behavior</li> </ol>	1 Week – End of 3 <sup>rd</sup> Marking Period	NJSLS 2.3.8.DSDT.1 2.3.8.DSDT.2 2.3.8.DSDT.3 2.3.8.DSDT.4 2.3.8.DSDT.5 2.1.8.SSH.9

### **Introduction**

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

### **Course Description**

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

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

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

- Maintains mental health awareness and relies on social/emotional support systems;
- Engages in a physically active lifestyle;
- Maintains awareness of health and wellness and how to access resources;
- Recognizes the influence of media, peers, technology, and cultural norms in making informed health-related decisions as a consumer of health products and wellness services;
- Practices effective cross-cultural communication and conflict resolution skills;
- Builds and maintains healthy relationships;
- Accepts and respects individual and cultural differences; and
- Advocates for personal, family, community, and global wellness and is aware of local, national and global public health and climate change issues

### **Revised Standards 2020**

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

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

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

The NJSLS-CHPE revised standards incorporate rigorous evidence-based processes resulting in a focus on concepts that are essential for lifelong student wellness. This set of standards disaggregates disciplinary concepts of health and physical education into three standards, adds ten practices to promote student-centered learning, develops K–12 learning progressions for disciplinary concepts, and incorporates legislative requirements into the standards. In

addition, the 2020 NJSLS-CHPE reflects the current thinking and best practices found in health and physical education documents published by national content-specific organizations as well as public health and other education organizations and agencies.

### ***New Jersey Student Learning Standards***

Student outcomes are based on the National Health Education Standards and the **New Jersey Student Learning Standards** for Comprehensive Health and Physical Education (Adopted 2004, Revised 2009, 2014, and 2020).

## **2.1 Personal and Mental Health by the End of Grade 8**

### **Personal Growth and Development**

Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

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**

Pregnancy and parenting are stages in life that impact all aspects on one's wellness. Regardless of the circumstance, pregnancy and parenting brings changes to an individual's emotional, financial, physical, mental, and social well-being. These stages can include many happy experiences but can also be the source of great challenges. Like any new skill, parenting takes knowledge, skills, and practice to be successful. However, other factors such as medical and financial challenges can make this stage in life more difficult. Preparation is the key to a healthy pregnancy, delivery and transition to parenting.

2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.

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

Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

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.

## Social and Sexual Health

Social and Sexual Health Social and Sexual Health is a person's ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.

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 friendships, romantic relationships and sexual 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 sexual behaviors.

2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).

2.1.8.SSH.9: Define vaginal, oral, and anal sex.

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 (e.g., abstinence, condom).

2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).

## Community Health Services and Support

Community Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities. Services and support can include the provision of Culturally and Linguistically Appropriate Services (CLAS), medical/dental health services, nursing, clothing, shelter, hunger relief, and allied health professional care to people in need, or people maintaining regular wellness screenings in the person's home, other residential settings, or a community health care facility.

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.

## 2.2 Physical Wellness by the End of Grade 8

### Movement Skills and Concepts

Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).

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.

### Physical Fitness

Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.

- 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.

### Lifelong Fitness

Lifelong Fitness requires making fitness a part of a person's daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn't focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.

- 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

Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.

- 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).

## 2.3 Safety by the End of Grade 8

### Personal Safety

Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.

- 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).

### Health Conditions, Diseases and Medicines

Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

- 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.

### Alcohol, Tobacco and other Drugs

Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drugs use refer to all types of legal and illicit drugs. Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally. Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community.

- 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.

### Dependency, Substances Disorder and Treatment

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

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.

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

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

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

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

Students take regular action to contribute to their personal financial well-being,

understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

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

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

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

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

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

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

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

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

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

Students take personal ownership of their own education and career goals, and they regularly

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

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

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

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

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

**Standard 9.1 Personal Financial Literacy**

**Civic Financial Responsibility**

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.

9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.

**Financial Psychology**

9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.

9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.

9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).



9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.

9.1.8.FP.5: Determine how spending, investing, and using credit wisely contributes to financial well-being.

9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.

9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.

Differentiation for Support (ELL, Special Education, Students at Risk)		
<p>Students with 504 Plans, ELL, Special ED and At-Risk</p> <ul style="list-style-type: none"> <li>• Scaffolding assignments</li> <li>• Chunking of material</li> <li>• Allow for errors</li> <li>• Study Guides</li> <li>• Pre-teach material</li> <li>• Rephrase questions &amp; directions</li> <li>• Oral and written assignments</li> <li>• Assessment review</li> <li>• Focus on essential vocabulary</li> <li>• Guided questioning and notetaking</li> <li>• Peer editing and review</li> <li>• Use of assisted technology</li> <li>• Visual learning</li> <li>• Small group jigsaw</li> <li>• Teacher modeling</li> <li>• Partner/group work</li> <li>• Notebook checks</li> <li>• Current events</li> <li>• Online videos</li> </ul>	<p>Differentiation for Enrichment</p> <ul style="list-style-type: none"> <li>• More complex tasks and projects</li> <li>• Higher level questioning and techniques</li> <li>• Peer mentoring</li> <li>• Independent extension of content based on interest</li> <li>• Supplemental reading</li> <li>• Independent study</li> <li>• Real world problems and scenarios</li> <li>• Student driven</li> </ul>	<p>All work will be posted via Google Classroom</p> <p>Allow students to preview work the week prior</p> <p>Extended time for classwork/Assignments</p> <p>Guided notes will be provided based upon IEP</p> <p>Use of different size/color/texture footballs</p> <p>Modified area of play</p> <p>Smaller or larger team sizes</p> <p>Smaller teams</p> <p>Larger ball</p> <p>Modified field of play</p> <p>Additional or fewer nets</p> <p>Increase/decrease number of steps allowed</p>

		Use of larger or smaller playground ball Use of either bat or pickleball Modify distance from home plate to pitcher Modify distance of fielders to home plate
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## Assessments

### Suggested Formative/Summative Classroom Assessments

#### Summative Assessments

Multiple Choice Tests  
 Weekly Tests  
 · Rubric  
 · Teacher Conference  
 · Journals/Writer's Notebook  
 · Portfolio  
 Graphic Organizers  
 Reading Responses  
 Learning Response Log  
 Exit Slips  
 · Individual Whiteboards  
 · Peer/Self Assessments  
 · Think-Pair-Share  
 Constructive Quizzes

#### Formative Assessments

- Discussion
- Demonstration
- Reading
- Individual/group projects
- Drawings
- Posters
- Collages
- Work sheets
- Role play

#### Alternative Assessments

Collaborative testing.  
 Student portfolios  
 Performance Tests  
 Conferencing

# Educational Technology

## Standards

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

- **Technology Operations and Concepts**
  - Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.
- **Creativity and Innovation**
  - Synthesize and publish information about a local or global issue or event on a collaborative, web-based service.
- **Communication and Collaboration**
  - Participate in an online learning community with learners from other countries to understand their perspectives on a global problem or issue, and propose possible solutions.
- **Digital Citizenship**
  - Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.
- **Research and Information Literacy**
  - Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.
- **Critical Thinking, Problem Solving, Decision Making**
  - Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.

## Educational Resources

### Educational Resources

#### The Great Body Shop-

- GoNoodle: Movement and Mindfulness for Kids [www.Gonoodle.com](http://www.Gonoodle.com)
- Fitnessgram Health-Related Fitness Assessments (H&PE shared drive)
- PECentral ([www.pecentral.org](http://www.pecentral.org))
- Choose MyPlate ([www.choosemyplate.gov](http://www.choosemyplate.gov))
- Kids Health in the Classroom Health Problems Series ([www.kidshealth.org](http://www.kidshealth.org)): Smoking; Drugs
- Teaching Tolerance (<https://www.tolerance.org>): Every Family is the Same. Every Family is Different; Body Image; Bullying; and Gender
- Ready, Set, Respect (<https://www.glsen.org>): Family Diversity; Gender Roles and Diversity; and Name-Calling, Bullying and Bias
- Kids Discover (<https://online.kidsdiscover.com>)
- National Geographic for Kids (<https://kids.nationalgeographic.com>)
- [www.aahperd.org](http://www.aahperd.org) - The Alliance for Health, Physical Education, Recreation and Dance
- [www.asep.com](http://www.asep.com) - The American Sport Education Program
- [www.americanheart.org](http://www.americanheart.org) - The American Heart Association
- [www.myplate.gov](http://www.myplate.gov) - The United States Department of Agriculture
- [www.fitnessgram.net](http://www.fitnessgram.net) - Fitnessgram

## 21st Century Life & Career Skills

### Standards:

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

#### Learning and Innovation Skills:

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

## Interdisciplinary Connections

This course incorporates life sciences, mathematics, and history, as well as health and physical education applications.

### **ELA Connection:**

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

### **Science Connection:**

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

### **Social Studies Connection:**

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

### **Math Connection:**

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

## **Health Course Outline Grade 6**

### WELLNESS

1. Lifelong Wellness
  - Lifestyle modifications
  - Environment
  - Heredity
  - Technological Advances
  - Marketing Techniques of Health Products and Services

### DISEASES

- Detection / Screening
- Treatment
- Analyze Public Health Strategies
- Analyze Effects of Mental Illnesses on Well-Being
  - Depression
  - Anxiety
  - Panic Disorders
  - Phobias

## SAFETY

Unintentional Injuries  
Risk Factors  
Fires  
Motor Vehicles  
Intentional Injuries  
Evaluation of Risk Factors  
Violence/Sexual abuse  
Suicide

## PREVENTION AND TREATMENT

Demonstrate First-Aid Procedures

## INTEGRATED SKILLS

Social and Emotional Health  
Peer Pressure/Bullying/Consent  
Decision Making  
Social and Emotional Development  
Stress  
Respect and Acceptance of Others

## CHARACTER DEVELOPMENT

Values  
Health Service Organizations  
Health Literacy  
Health Resources

- Validity
- Reliability

## MEDICINES

Over the Counter (OTC)  
Prescription  
Supplements/Steroids

## SUBSTANCE ABUSE

Drug Classifications

Tobacco

Laws

Alcohol

Injuries

Risky Behaviors

Health Issues

Inhalants

Injected Drug Use

- HIV/AIDS
- Prevention/Abstinence
- Hepatitis
- Addiction

Peer Pressure

Role Models

Self-Esteem

Genetics

By the end of grade 6, students successfully completing this course student will-

- Understand the importance of personal wellness.
- Identify and understand healthy (& unhealthy) relationships
- Identify drugs and risky behaviors associated with use.
- Medicines, their roles and abuse.
- Demonstrate effective communication skills
- Understand and identify methods of character development.
- Understand decision-making and consequences.
- Resolve conflicts positively.
- Identify appropriate online behavior through digital citizenship
- Learn effective methods of dealing with peer pressure.

### **Health Course Outline Grade 7**

## WELLNESS

### 1. Lifelong Wellness

- a. Lifestyle modifications
- b. Environment
- c. Heredity
- d. Technological Advances
- e. Marketing Techniques of Health Products and Services



## 2. Nutrition

- a. Food Choices
- b. Eating Patterns
- c. Balanced Nutrition
- d. Designing Nutritional Plans
- e. Healthy Weight Management

## 3. Diseases

- a. Detection
- b. Treatment
- c. Analyze Public Health Strategies
- d. Analyze Effects of Mental Illnesses on Well-Being
  - Depression
  - Anxiety
  - Panic Disorders
  - Phobias

## 4. Safety

- a. Unintentional Injuries
  - Risk Factors
  - Fires
  - Motor Vehicles
- b. Intentional Injuries
  - Evaluation of Risk Factors
  - Violence
  - Suicide
- c. Prevention and Treatment
  - Demonstrate First-Aid Procedures

## 5. Social and Emotional Health

- a. Peer Pressure
- b. Decision Making
- c. Social and Emotional Development
- d. Stress Management Skills
- e. Respect and Acceptance of Others

## INTEGRATED SKILLS

### 1. Effective Communication

- a. Verbal and nonverbal strategies
- b. Decision making

2. Character Development
  - a. Explain how character enhances groupwork
  - b. Identify the cultural responses to individuals with disabilities
3. Health Advocacy
  - a. Volunteering
4. Health Services and Information
  - a. Compare and contrast situations that require support from adults

## DRUGS AND MEDICINES

1. Medicines
  - a. Drugs and classifications
  - b. Over the counter (OTC)
  - c. Prescription
  - d. Supplements
3. Identifying Contributing Factors
  - a. Peer pressure
  - b. Role models
  - c. Self-esteem

## HUMAN RELATIONSHIPS AND SEXUALITY

1. Healthy Relationships
  - a. Families Values and character development
  - b. Friendships
  - c. Adolescent relationships
    - Love
    - Commitment
    - Sexual attraction
    - Abstinence
  - d. Dating Violence
    - Definition
    - Consent
    - Warning signs
    - Characteristics of a healthy relationship
2. Adolescent Growth and Sexuality
  - a. Physical
  - b. Emotional
  - c. Mental

By the end of 7<sup>th</sup> grade, the student will:

- Understand the importance of personal wellness.
- Identify and understand healthy (& unhealthy) relationships
- Identify drugs and risky behaviors associated with use.
- Medicines, their roles and abuse.
- Demonstrate effective communication skills.
- Understand and identify methods of character development.
- Understand decision-making and consequences.
- Understand stages of growth and sexuality.
- Resolve conflicts positively.
- Identify appropriate online behavior through digital citizenship
- Learn effective methods of dealing with peer pressure.

### **Health Course Outline: Grade 8**

## **Course Outline:**

### **DRUGS AND MEDICINES**

1. Medicines
  - a. Drug and Classifications
    - b. Over the Counter (OTC)
    - c. Prescription
    - d. Supplements
  2. Substance Abuse
    - a. Intervention Strategies
    - b. Tobacco
      - Laws
      - Physiological Effects
    - c. Alcohol
      - Physiological Effects
      - Injuries
      - Risky Behaviors
      - Health Issues
    - d. Legal and Consequences of Use, Sale, or Possession
    - e. Inhalants
    - f. Injected Drug Use
      - HIV/AIDS
      - Hepatitis

3. Addiction / Dependency
  - a. Genetic Factors
  - b. Environmental Factors
  - c. Treatment
4. Analyzing Contributing Factors
  - a. Peer Pressure
  - b. Role Models
  - c. Self-Esteem
  - d. Genetics

## INTEGRATED SKILLS

1. Effective Communication
  - a. Verbal and Nonverbal Strategies
  - b. Refusal, Negotiation, and Assertion to Peer Pressure
2. Character Development
  - a. Analyze Strategies to Enhance Development
  - b. Analyze Cultural Responses of Individuals with Disabilities
  - c. Analyze Reasons for Adherence to Rules and Policies.
3. Health Service Organizations
  - a. Appraisal of Organizational Initiatives
4. Health Advocacy
  - a. Volunteering
  - b. Defending a Position on Health or Social Issues
5. Health Services and Information
  - a. Compare and Contrast Situations that Require Support from adults.

## HUMAN RELATIONSHIPS AND SEXUALITY

1. Healthy Relationships
  - a. Families  
Values and Character Development
  - b. Friendships
  - c. Adolescent Relationships  
Love  
Commitment  
Sexual Attraction

- d. Dating Violence
    - Definition
    - Warning Signs
    - Characteristics of a healthy relationship
- 2. Adolescent Growth and Sexuality
  - a. Physical
  - b. Emotional
  - c. Mental
- 3. Sexual Behavior
  - a. Abstinence
  - b. Behavioral Risks
    - HIV/AIDS
    - Sexually Transmitted Infections (STI's)
    - Human Papillomavirus (HPV)
    - Unintended Pregnancy
- 4. Pregnancy and Parenting
  - a. Fertilization
  - b. Growth
  - c. Development
  - d. Pregnancy Signs and Symptoms /Impacts of Teen Pregnancy
  - e. Healthy Prenatal Practices
  - f. Adolescent Challenges
  - g. NJ Safe Haven Laws

#### DIGITAL CITIZENSHIP (Common Sense Media Unit 3 Gr. 6-8)

1. [www.common sense media.org/educators/scope-and-sequence](http://www.common sense media.org/educators/scope-and-sequence)
- a. Teaching Lessons Unit 3

After successfully completing this course, the student will:

- Identify and understand healthy (& unhealthy) relationships
- Identify drugs and risky behaviors associated with use.
- Medicines, their roles and abuse.
- Understand male and female growth and development.
- Know how fertilization takes place and the stages of pregnancy.
- Understand decision-making and consequences.
- Analyze the risks involved in STI's and AIDS.
- Understand the role of contraceptives (Abstinence).
- Resolve conflicts positively.
- Identify appropriate online behavior through digital citizenship
- Understand abstinence as the only method without risk of pregnancy.

- Learn effective methods of dealing with peer pressure.

### **Physical Education Grade 6-8**

By the end of 6th grade, students successfully completing the course will:

- Demonstrate and apply knowledge of the rules, regulations, and safety procedures.
- Develop and demonstrate basic skills necessary for active participation.
- Develop and understand strategy for beginner and advanced play.
- Understand the origins, history, and etiquette of the activity.
- Demonstrate self-management skills.
- Analyze biomechanical principles to learn, assess, refine, and combine movement skills used in activities.
- Understand and apply the principles of physiology, kinesiology, and psychology to improve personal performance in activities.
- Form positive attitudes toward physical activity.
- Understand the activity in relation to maintaining good health.
- Identify career options associated with the activity.

By the end of grade 7, students successfully completing this course student will:

- Understand the origins, history, and etiquette of the activity.
- Demonstrate self-management skills.
- Form positive attitudes toward physical activity.
- Identify career options associated with the activity.
- Understand the activity in relation to maintaining good health.
- Develop and demonstrate basic skills necessary for active participation.

By the end of grade 8, students successfully completing this course student will:

- Demonstrate and apply knowledge of the rules, regulations, and safety procedures.
- Develop and understand higher levels of strategy for beginner and advanced play.
- Analyze more advanced biomechanical principles to learn, assess, refine, and combine movement skills used in activities.
- Understand and apply more advanced principles of physiology, kinesiology, and psychology to improve personal performance in activities.

<b>Unit / Skill</b>	<b>Time Allocated</b>	<b>Standards</b>	<b>Assessments</b>
<b>Advanced Racquet Skills / Individual – Dual sport (Tennis lead-up)</b> <b>1. Grip</b> <b>2. Forehand</b> <b>3. Backhand</b> <b>4. Volley</b> <b>5. Serve</b> <b>6. Net play</b> <b>7. Baseline play</b> <b>8. Rules of play</b> <b>9. Scoring</b> <b>10. Game strategies</b> <b>11. Forehand ball/backhand ball</b> <b>12. Game</b>	<b>3-4 Weeks</b>	<b>NJSLS</b> <b>2.2.8.MSC.1</b> <b>2.2.8.MSC.2</b> <b>2.2.8.MSC.3</b> <b>2.2.8.MSC.4</b> <b>2.2.8.MSC.5</b> <b>2.2.8.MSC.6</b> <b>2.2.8.LF.1</b> <b>2.2.8.MSC.7</b> <b>2.2.8.PF.2</b>  <b>CRLKSP 4</b> <b>CRLKSP 5</b> <b>CRLKSP 6</b>	<b>-Skill Assessment (grip &amp; forehand hitting)</b> <b>-Teacher observation</b> <b>-Question/Discussion</b>  <b>-Peer feedback (after each skill give feedback to partner)</b>  <b>-Written assessment</b>
<b>Advanced Fitness Training /Fitnessgram/Fitness Activities (Pacer Test/Mile Run, Flexed Arm Hang, Sit &amp; Reach, Body Composition)</b> <b>1. Body Composition</b> <b>2. Flexibility</b> <b>3. Aerobic Capacity</b> <b>4. Muscular Strength</b> <b>5. Muscular Endurance</b>	<b>3-4 Weeks</b>	<b>NJSLS</b> <b>2.2.8.MSC.2</b> <b>2.2.8.MSC.3</b> <b>2.2.8.PF.1</b> <b>2.2.8.PF.3</b> <b>2.2.8. PF.4</b> <b>2.2.8.PF.5</b> <b>2.2.8.LF.2</b>	<b>-Fitness Testing</b>  <b>-Review starting point from previous year</b>  <b>-Question/Discussion about 5 principles of fitness</b>  <b>-Record scores</b>  <b>-Self-reflection on progress</b>

<b>Throwing, Catching, Kicking, Running Skills / Team Sport (Speedball)</b> <b>1. Dribble</b> <b>A. soccer dribble B. air dribble</b> <b>2. Conversion</b> <b>A. toe up</b> <b>B. roll up</b> <b>C. baseball</b> <b>D. heading</b> <b>3. Passing</b> <b>A. soccer pass-instep or outside</b> <b>B. chest</b> <b>C. baseball</b> <b>D. heading</b> <b>4. Shooting</b> <b>A. soccer kick</b> <b>B. basketball shot</b> <b>5. Scoring rules</b> <b>6. Game rules</b>	<b>3-4 Weeks</b>	<b>NJSLS</b> <b>2.2.8.MSC.1</b> <b>2.2.8.MSC.2</b> <b>2.2.8.MSC.4</b> <b>2.2.8.MSC.3</b> <b>2.2.8.MSC.5</b> <b>2.2.8.MSC.6</b> <b>2.2.8.LF.1</b> <b>2.2.8.MSC.5</b> <b>2.2.8.MSC.7</b> <b>2.2.8.PF.2</b>	<b>-Class discussion based upon skill videos viewed at home (flipped classroom)</b>  <b>-Skill Assessment (toe up, straddle and kick up)</b> <b>-Teacher observation</b> <b>-Questioning/ Discussion</b>  <b>-Peer feedback (after each skill give feedback to partner)</b>  <b>-Written assessment</b>
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<b>Advanced Passing, Dribbling, Shooting Skills / Team Sport (Basketball)</b> <b>1. Ball Handling</b> <b>2. Catching</b> <b>A. above the waist B. below the waist</b> <b>3. Passing</b> <b>A. chest pass – bounce – one or two handed</b> <b>B. one handed – overhead</b> <b>4. Dribbling</b> <b>A. protecting the ball</b> <b>B. open court – floor C. stop and go – change hands</b> <b>5. Shooting</b> <b>A. lay-up</b> <b>B. jump shots</b> <b>C. Foul shot</b> <b>6. Pivot</b> <b>A. with dribble</b> <b>B. with box out</b> <b>C. with screen</b> <b>7. Rebounding</b> <b>A. positioning</b> <b>B. boxing out</b> <b>8. Defense A. match-up on ball</b> <b>B. zones</b> <b>C. two on two variations</b> <b>9. Offense</b> <b>10. Strategies</b> <b>A. shot selection</b> <b>B. team work</b> <b>11. Lead-up Activities</b> <b>A. one on one, two on two</b> <b>B. three on three</b> <b>C. sideline basketball</b> <b>D. violation basketball</b>	<b>3-4 Weeks</b>	<b>NJSLS</b> <b>2.2.8.MSC.1</b> <b>2.2.8.MSC.2</b> <b>2.2.8.MSC.3</b> <b>2.2.8.MSC.4</b> <b>2.2.8.MSC.5</b> <b>2.2.8.MSC.6</b> <b>2.2.8.LF.1</b> <b>2.2.8.MSC.7</b> <b>2.2.8.PF.2</b>	<b>-Class discussion based upon viewing of skill videos</b>  <b>-Skill Assessment (chest/bounce pass, layups, dribbling)</b>  <b>-Teacher observation</b> <b>-Questioning/ Discussion</b>  <b>-Peer feedback (after each skill give feedback to partner)</b>
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<b>Advanced Throwing, Catching Skills/ Team Sport (Volleyball)</b> <b>1. Discussion of rules and safety</b> <b>2. Catching and throwing</b> <b>3. Position of player, scoring, rotation and team strategies</b> <b>4. Newcomb game play</b> <b>5. Teach volleyball set</b> <b>6. Teach volleyball serve</b> <b>7. Teach volleyball bump</b> <b>8. Play modified Newcomb/volleyball games</b>	<b>3-4 Weeks</b>	<b>NJSLS</b> <b>2.2.8.MSC.1</b> <b>2.2.8.MSC.2</b> <b>2.2.8.MSC.4</b> <b>2.2.8.MSC.3</b> <b>2.2.8.MSC.5</b> <b>2.2.8.MSC.6</b> <b>2.2.8.LF.1</b> <b>2.2.8.MSC.7</b> <b>2.2.8.PF.2</b>	<b>-Class discussion based upon skill videos viewed at home (flipped classroom)</b>  <b>-Skill Assessment (toe up, straddle and kick up)</b> <b>-Teacher observation</b> <b>-Questioning/ Discussion</b>  <b>-Peer feedback (after each skill give feedback to partner)</b>  <b>-Written assessment</b>
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<b>Tumbling Skills, Body Awareness / Gymnastics</b> <b>1. Warm-ups</b> <b>2. Safety rules</b> <b>3. Warm-up mat skills</b> <b>A. log roll</b> <b>B. table roll</b> <b>C. mat roll</b> <b>D. back bridge</b> <b>E. mat jump</b> <b>F. forward roll</b> <b>G. backward roll</b> <b>4. Review forward and backward roll</b> <b>5. Review cartwheel and dive roll</b> <b>A. tripod</b> <b>B. tip up</b> <b>6. Handstand kick-up</b> <b>A. balanced handstand</b> <b>B. handstand forward roll</b> <b>7. Kip</b>	<b>1-2 Weeks</b>	<b>NJSLS</b> <b>2.2.8.MSC.1</b> <b>2.2.8.MSC.2</b> <b>2.2.8.MSC.4</b> <b>2.2.8.MSC.3</b> <b>2.2.8.LF.1</b>  <b>2.2.8.MSC.7</b> <b>2.2.8.PF.2</b> <b>2.2.8.LF.4</b>	<b>-Class discussion based upon viewing of skill videos</b>  <b>-Skill Assessment (tight tuck, pike, v-seat balance, back bridge, candlestick holder, mat jumps)</b>  <b>-Teacher observation</b> <b>-Questioning/ Discussion</b>  <b>-Peer feedback (after each skill give feedback to partner)</b>
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<b><i>Advanced Throwing, Catching, Batting, Running Skills / Team Sport (Baseball/Softball Activities)</i></b> <b>1. Base Running</b> <b>A. Identify bases by pointing, walking/jogging the bases, running the bases</b> <b>B. Base path – Keep clear of fielders</b> <b>C. Home Run Game</b> <b>2. Catching squad formation</b> <b>3. Fielding – ground ball, fly ball</b> <b>4. Throwing</b> <b>A. overhand</b> <b>B. underhand</b> <b>5. Pitching</b> <b>11 A. underhand</b> <b>B. overhand</b> <b>6. Batting</b> <b>A. swing and follow through</b> <b>B. grip</b> <b>C. stance</b> <b>7. Kicking A. stationary</b> <b>B. moving or pitched ball</b> <b>8. Rules of Play</b> <b>A. markings – scoring</b> <b>B. ground rules</b> <b>C. regulations</b> <b>9. Strategies</b> <b>10. Level and type of play</b>	<b>3-4 Weeks</b>	<b>NJSLS</b> <b>2.2.8.MSC.1</b> <b>2.2.8.MSC.2</b> <b>2.2.8.MSC.4</b> <b>2.2.8.MSC.3</b> <b>2.2.8.MSC.5</b> <b>2.2.8.MSC.6</b> <b>2.2.8.LF.1</b> <b>2.2.8.MSC.5</b> <b>2.2.8.MSC.7</b> <b>2.2.8.PF.2</b>	<b>-Teacher observation</b>  <b>-Swing assessment (prior to at bat)</b>  <b>-Peer feedback (from pitcher to batter)</b>  <b>-Class discussion based upon game play</b>
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<b>Small Group Activities / Fitness Day / Cooperative Skills</b> <b>1. Conflict resolution skills</b> <b>2. Activities: knock-out, wiffle ball/kickball, wall ball, speed walking</b>	<b>1-2 Weeks</b>	<b>NJSLS</b> <b>2.2.8.MSC.1</b> <b>2.2.8.MSC.2</b> <b>2.2.8.MSC.4</b> <b>2.2.8.MSC.3</b> <b>2.2.8.MSC.5</b> <b>2.2.8.MSC.6</b> <b>2.2.8.LF.1</b> <b>2.2.8.MSC.7</b> <b>2.2.8.PF.2</b> <b>2.2.8.LF.3</b> <b>CRLKSP4</b> <b>CRLKSP6</b>	<b>-Teacher observation</b>  <b>-Peer feedback throughout activity</b>  <b>-Class discussion on cooperation and conflict resolution techniques</b>  <b>-Student self-assessment/ reflection on ability to work well with others</b>
<b>Advanced Mindfulness</b> <b>1. Deep breathing</b> <b>2. Seated position</b> <b>3. Being present</b> <b>4. Seated poses</b> <b>5. Standing poses</b> <b>6. Flows</b>	<b>Integrated into warm-up throughout the school year</b>	<b>NJSLS</b> <b>2.2.8.MSC.1</b> <b>2.2.8.MSC.2</b> <b>2.2.8.MSC.3</b> <b>2.2.8.MSC.4</b> <b>2.2.8.MSC.5</b> <b>2.2.8.MSC.7</b> <b>2.2.8.PF.2</b> <b>2.2.8.LF.3</b>	<b>-Teacher observation</b>  <b>-Class discussion based upon yoga pose videos</b>  <b>-Student self-assessment/reflection on benefits of yoga &amp; mindfulness</b>

<b>Advanced Static/Dynamic Skills</b>  <b>1. Static Stretching</b> <b>2. Dynamic Stretching</b> <b>3. Muscular strength &amp; endurance activities</b> <b>Supplemental Lunchtime Fitness</b>  <b>1. Power Walking</b> <b>2. Walk/Jog</b> <b>3. Tag Games</b>	<b>Main component of warm-up throughout the school year</b> <b>15 – 20 min daily</b>	<b>NJSLS</b> <b>2.2.8.MSC.1</b> <b>2.2.8.MSC.2</b> <b>2.2.8.MSC.3</b> <b>2.2.8.MSC.4</b> <b>2.2.8.MSC.5</b> <b>2.2.8.MSC.6</b> <b>2.2.8.MSC.7</b> <b>2.2.8.LF.1</b> <b>2.2.8.LF.3</b> <b>2.2.8.PF.2</b> <b>NJSLS</b> <b>2.2.8.LF.1-7</b>	<b>-Teacher observation</b>  <b>-Student assessment/self-reflection on increase of muscular strength, endurance &amp; flexibility</b> <b>- Teacher observation</b>  <b>- Self- assessment and reflection on fitness level increase.</b>
<b>Striking, Kicking, Throwing, Catching / Kickball</b>  <b>Components of the unit:</b> <b>Kicking</b> <b>Field position</b> <b>Pitching</b> <b>Baserunning</b> <b>Rules</b> <b>Boundaries</b> <b>Scoring</b> <b>Strategy</b> <b>Safety</b> <b>Sportsmanship</b> <b>Associated Careers</b>	<b>3-4 Weeks</b>	<b>NJSLS</b> <b>2.2.8.MSC.1</b> <b>2.2.8.MSC.2</b> <b>2.2.8.MSC.4</b> <b>2.2.8.MSC.5</b> <b>2.2.8.MSC.6</b> <b>2.2.8.MSC.7</b>	<b><i>Formative Assessments:</i></b>  <b>Self-evaluation</b> <b>Skill checklist</b> <b>Peer evaluation</b> <b>Rating scales</b>  <b><i>Summative Assessments:</i></b>  <b>Skill Assessment</b> <b>Written Test</b>

<b>Throwing, Catching, Running / Football</b>  <b>Components of the unit:</b> <b>Throwing</b> <b>Catching</b> <b>Offense</b> <b>Defense</b> <b>Basic Plays</b> <b>Strategy</b> <b>Safety</b> <b>Sportsmanship</b> <b>Associated Careers</b>	<b>3-4 Weeks</b>	<b>NJSLS</b> <b>2.2.8.MSC.1</b> <b>2.2.8.MSC.2</b> <b>2.2.8.MSC.4</b> <b>2.2.8.MSC.5</b> <b>2.2.8.MSC.6</b> <b>2.2.8.MSC.7</b> <b>9.1.8.CR.2</b> <b>9.2.8.CAP.2</b> <b>9.4.2.CT.</b>	<b><i>Formative Assessments:</i></b> <b>Self-evaluation</b> <b>Skill checklist</b> <b>Percentage of successful throws/catches</b> <b>Peer evaluation</b> <b>Rating scales</b>  <b><i>Summative Assessments:</i></b> <b>Skill Assessment</b> <b>Written Test</b>
<b>Throwing, Catching, Running / Touchball</b>  <b>Components of the unit:</b> <b>Throwing</b> <b>Catching</b> <b>Shooting</b> <b>Scoring</b> <b>Field position</b> <b>Offense</b> <b>Defense</b> <b>Safety</b> <b>Sportsmanship</b>	<b>3-4 Weeks</b>	<b>NJSLS</b> <b>2.2.8.MSC.1</b> <b>2.2.8.MSC.2</b> <b>2.2.8.MSC.4</b> <b>2.2.8.MSC.5</b> <b>2.2.8.MSC.6</b> <b>2.2.8.MSC.7</b>	<b><i>Formative Assessments:</i></b> <b>Self-evaluation</b> <b>Skill checklist</b> <b>Percentage of successful throws/catches</b> <b>Peer evaluation</b> <b>Rating scales</b>  <b><i>Summative Assessments:</i></b> <b>Skill Assessment</b> <b>Written Test</b>

<b>Throwing, Catching, Striking, Running / Bounce ball</b>  <b>Components of the unit:</b> <b>Batting</b> <b>Throwing</b> <b>Catching</b> <b>Fielding</b> <b>Baserunning</b> <b>Pitching</b> <b>Strategy</b> <b>Rules</b> <b>Strategy</b> <b>Safety</b> <b>Sportsmanship</b>	<b>3-4 Weeks</b>	<b>NJSLS</b> <b>2.2.8.MSC.1</b> <b>2.2.8.MSC.2</b> <b>2.2.8.MSC.4</b> <b>2.2.8.MSC.5</b> <b>2.2.8.MSC.6</b> <b>2.2.8.MSC.7</b>	<b><i>Formative Assessments:</i></b> <b>Self-evaluation</b> <b>Skill checklist</b> <b>Percentage of successful throws/catches</b> <b>Peer evaluation</b> <b>Rating scales</b>  <b><i>Summative Assessments:</i></b> <b>Skill Assessment</b> <b>Written Test</b>
<b>Muscular Strength, Muscular Endurance, Fitness</b>  <b>Components of the unit:</b> <b>Proper use of handholds</b> <b>Proper use of footholds</b> <b>Spotting technique</b> <b>Strategy</b> <b>Safety</b> <b>Associated Careers</b>	<b>Ongoing throughout the year</b>	<b>NJSLS</b> <b>2.2.8.PF.2</b> <b>2.2.8.PF.4</b> <b>2.2.8.PF.5</b> <b>2.2.8.LF.1</b> <b>2.2.8.LF.4</b> <b>2.2.8.LF.5</b> <b>9.1.8.CR.2</b> <b>9.2.8.CAP.2</b> <b>9.4.2.CT.3</b>	<b><i>Formative Assessments:</i></b> <b>Self-evaluation</b> <b>Skill checklist</b> <b>Distance progressed</b> <b>Peer evaluation</b> <b>Rating scales</b>  <b><i>Summative Assessments:</i></b> <b>Skill Assessment</b> <b>Written Test</b>



<b>Fitness</b> <b>(Fitness testing: PACER, sit and reach, curl-ups, push-ups)</b> <b>Components of the unit:</b> <b>Muscular strength</b> <b>Muscular endurance</b> <b>Cardiovascular endurance</b> <b>Body composition</b> <b>Flexibility</b>		<b>NJSLS</b> <b>.2.8.PF.1</b> <b>2.2.8.PF.2</b> <b>2.2.8.PF.3</b> <b>2.2.8.PF.4</b> <b>2.2.8.PF.5</b> <b>2.2.8.LF.1</b> <b>2.2.8.LF.5</b>	<b><i>Formative</i></b> <b><i>Assessments:</i></b> <b>Self-evaluation</b> <b>Individual scores</b> <b><i>Summative</i></b> <b><i>Assessments:</i></b> <b>Fitness test scores in relation to previous quarter/year</b> <b>Ranking in relation to national scores</b>
<b>Muscular Strength, Flexibility, Muscular Endurance /</b> <b><i>Yoga &amp; Mindfulness</i></b> <b>Deep breathing</b> <b>Seated position</b> <b>Being present</b> <b>Seated poses</b> <b>Standing poses</b> <b>Flows</b> <b>Benefits of practice</b>		<b>NJSLS</b> <b>2.2.8.MSC.1</b> <b>2.2.8.MSC.2</b> <b>2.2.8.MSC.3</b> <b>2.2.8.MSC.4</b> <b>NJSLS-ELA</b> <b>R.I.7.1</b> <b>R.I.8.1</b>	<b><i>Formative</i></b> <b><i>Assessments:</i></b> <b>Self-evaluation</b>  <b><i>Summative</i></b> <b><i>Assessments:</i></b> <b>Teacher observation</b>