



# High School Physical Education Health Curriculum

Middle Township School District  
216 S. Main Street  
CMCH, NJ 08210

Born: August 2016  
Revised April 2022

### Acknowledgements

Dr. David Salvo	Superintendent
Dr. Toni Lehman	Director of Curriculum and Instruction
George West	Principal, Middle Township High School

### High School Physical Education Curriculum Work Committee

Matt Wolf, Chris Branigan, Heidi VonColin, and Janina Perna

### Introduction

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

### Course Description

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

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

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

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

## **Revised Standards 2020**

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

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

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

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

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

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 12**

### **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.

2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.

2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.

### **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.

2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).

2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.

2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.

2.1.12.PP.4: List the major milestones of each trimester of fetal development utilizing medically accurate information.

2.1.12.PP.5: Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight,

premature birth, genetics).

2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.

2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.

2.1.12.PP.8: Assess the skills needed to be an effective parent.

2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information

### **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.

2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.

2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.

2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).

2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of 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.

- 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.

- 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.
- 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.
- 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).
- 2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.
- 2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources.
- 2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.
- 2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.
- 2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.
- 2.1.12.SSH.10: Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.

### **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.

- 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.
- 2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.
- 2.1.12. CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community.
- 2.1.12.CHSS.4: Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).
- 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the

home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).

2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.

2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).

2.1.12.CHSS.8: Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.

2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.

## **2.2 Physical Wellness by the End of Grade 12**

### **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).

2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).

2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).

2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.

2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.



## **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.

- 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
- 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.
- 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.
- 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).
- 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.

## **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.

- 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
- 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
- 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
- 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
- 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
- 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.

2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.

2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.

## **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.

2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.

2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.

2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.

2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan.

2.2.12.N.5: Research recent trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.

## **2.3 Safety by the End of Grade 12**

### **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.

- 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
- 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.
- 2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractions, seatbelt use, the use of hand-held devices).
- 2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.
- 2.3.12.PS.5: Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).
- 2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.
- 2.3.12.PS.7: Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.
- 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).
- 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.
- 2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.

### **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.

- 2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular

exams, Pap smear, regular STIs testing, HPV vaccine).

2.3.12.HCDM.2: Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body.

2.3.12.HCDM.3: Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).

2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).

2.3.12.HCDM.5: Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).

2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).

### **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.

2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.

2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).

2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.

### **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).

2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.

2.3.12.DSDT.2: Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.

2.3.12.DSDT.3: Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).

2.3.12.DSDT.4: Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.

2.3.12.DSDT.5: Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).

## **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.

***Course Outline:***

Activities/offerings listed are designed to accomplish New Jersey Student Learning Standards. Activities are based on consideration of class size and facility availability. Unit activities include but are not limited to:

- Aerobics
- Agility training
- Bat and ball games
- Basketball
- BOSU training
- Bowling
- Cardiovascular fitness
- Circuit training
- Fitness
- Golf
- Lifetime activities
- Movement activities, rhythm and dance

- Power walking
- Racquet sports
- Rope jumping
- Scooter activities
- Skating
- Speed ball
- Strength training
- Touch football
- Ultimate activities
- Volleyball
- Weight training
- Yoga
- Pacer Test
- Pin Elimination
- Tennis

### *Student Outcomes:*

As a result of participation in each unit, the student will be able to:

- 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.



## ***Suggested Activities:***

A wide variety of activities address learning styles of all students. These activities include but are not limited to:

- Fitness activities
- Team games and sports
- Movement development and dance
- Cooperative learning
- Individual skill development
- Demonstration
- Individual and group projects

## ***Interdisciplinary Connections:***

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

## ***Integration of Technology:***

8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.

8.2.12.ETW.1: Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.

## 21st Century Life & Career Skills

- **Standard 9.1 Personal Financial Literacy**
- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
- 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights.
- 9.1.12.FI.3: Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement).
- 9.1.12.FI.4: Research benefits and drawbacks of products offered by financial and non-financial companies (e.g., banks, credit unions, check-cashing stores, product warranty insurance).
- 9.1.12.FP.3: Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.
- 9.1.12.FP.4: Identify how unconscious beliefs like "money scripts" (money avoidant, money worship, money status, money vigilant) influence financial decision-making.
- 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
- 9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.

## Educational Resources

Web based Resources include but are not limited to:

- [www.aahperd.org](http://www.aahperd.org) - Alliance for Health, Physical Education, Recreation & 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

Miscellaneous athletic equipment including balls, nets, rackets, etc.

Frisbees

Special Fitness Balls/Equipment

Bean Bags

Cones and Markers

Cage Ball

Scarves

Lacrosse Sticks

Indoor Hockey Equipment

Stop Watches

Instapulse Meter

Skin Calipers

Flexibility Boxes

Grade 9-12 Physical Education Classes				
Skills / Unit Topic	Time Allocated	Differentiation	Standards	Assessment
<b>Advanced Striking, Movement, Agility Skills – Pickleball Unit</b> Components of the unit, ie: Serve Backhand forehand Rally Rules & Regulations Game Play Tournament Play	2 Weeks	Size of racquet  Study guide  Skill videos posted to Google Site  Practice hitting against a wall  Height of net	<b>NJSLS</b> 2.2.12.MSC.1-5 2.2.12.LF.1-	<b>-Class discussion based upon viewing of skill videos</b>  <b>-Skill Assessment (grip &amp; forehand hitting)</b> <b>-Teacher observation</b> <b>-Questioning/ Discussion</b>  <b>-Peer feedback (after each skill give feedback to partner)</b>
<b>Advanced Striking, Movement, Agility Skills, Rotation - Volleyball Unit</b> Components of the unit, ie: · Serve · Rally · Bump	3 Weeks	Create a “mini-tournament” to challenge students  -Play the width of the gym to allow for successful serves over the net	<b>NJSLS</b> 2.2.12.MSC.1-5 2.2.12.LF.1-8 2.2.12.PF.1,2,5	<b>Discussion upon skill videos viewed at home (flipped classroom)</b>  <b>-Skill Assessment (bump, serve, set)</b> <b>-Teacher observation</b> <b>-Questioning/</b>

<ul style="list-style-type: none"> <li>· Rules &amp; Regulations</li> <li>· Game Play</li> <li>· Tournament Play</li> </ul>		<ul style="list-style-type: none"> <li>-Allow students to practice the serve over a simulated net (line on wall the same height as net line)</li> </ul>		<p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>-Peer feedback (after each skill give feedback to partner)</li> <li>-Written assessment</li> </ul>
<p><b>Advanced Passing, Shooting, Dribbling Skills / Basketball</b></p> <p>Components of the unit, ie:</p> <p>Passing</p> <p>Shooting</p> <p>Ball control</p> <p>Rules &amp; Regulations</p> <p>Game Play</p> <p>Tournament Play</p>	2 Weeks	<p>Use a junior sized basketball</p> <p>Lower rims</p> <p>Two dribbles &amp; pass to promote passing/ teamwork strategies</p> <p>Weighted ball</p>	<p><b>NJSLS</b></p> <p>2.2.12.MSC.1-5</p> <p>2.2.12.LF.1-8</p> <p>2.2.12.PF.1,2,5</p>	<p><b>Discussion based upon skill videos viewed at home (flipped classroom)</b></p> <ul style="list-style-type: none"> <li>-Skill Assessment (passing, shooting , lay-ups)</li> <li>-Teacher observation</li> <li>-Questioning/ Discussion</li> <li>-Peer feedback (after each skill give feedback to partner)</li> <li>-Written assessment Unit/Skill test</li> </ul>

<b>Advanced Throwing, Catching, Running / Football</b> Components of the unit, ie: Pass Receive Rules & Regulations Game Play Tournament Play	2 Weeks	Adjust the length of the game: Increase or decrease the time according to fitness level of players or the time it may take them to successfully catch the ball.  Use a softer football  Increase the number of downs  Allow sideline players to pass the ball into play to create an atmosphere of maximum participation	<b>NJSLS</b> 2.2.12.MSC.1-5 2.2.12.LF.1-8 2.2.12.PF.1,2,5	<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>
<b>Advanced Striking, paddle/racket skills, agility – Badminton unit</b> Components of the unit, ie: <ul style="list-style-type: none"> <li>· Serve</li> <li>· Smash</li> <li>· lob</li> </ul>	3 Weeks	Size of racquet <ul style="list-style-type: none"> <li>· Size of shuttlecock</li> <li>· Study guide</li> <li>· Skill videos posted to Google Site</li> <li>· Practice hitting shorter court</li> <li>· Height of net</li> </ul>	<b>NJSLS</b> 2.2.12.MSC.1-5 2.2.12.LF.1-8 2.2.12.PF.1,2,5	<b>-Class discussion based upon viewing of skill videos</b> <b>-Skill Assessment (grip &amp; forehand hitting)</b> <b>-Teacher observation</b> <b>-Questioning/ Discussion</b>

<ul style="list-style-type: none"> <li>· Rally</li> <li>· Rules &amp; Regulations</li> <li>· Game Play</li> <li>· Tournament Play</li> </ul>				-Peer feedback (after each skill give feedback to partner)
<b>COMPONENTS OF FITNESS</b> <ul style="list-style-type: none"> <li>· Flexibility</li> <li>· Cardiovascular Fitness</li> <li>· Muscular Strength</li> <li>· Muscular Endurance</li> <li>· Body Composition</li> </ul> <b>Gym Games</b> <b>Components of the unit, ie:</b> <ul style="list-style-type: none"> <li>· Kick ball</li> <li>· Scooter games</li> <li>· Pillow polo</li> <li>· Orchard ball</li> <li>· Wiffle ball <ul style="list-style-type: none"> <li>● Pin Elimination</li> <li>● Pacer Test</li> <li>● Mile Run/ Walk</li> <li>● HIIT Training</li> <li>● Weight Training</li> <li>● Four Square</li> </ul> </li> </ul>	6 Week	Age appropriate goals are posted in Gym and on Google Sites  -Review of skill videos prior to testing Review study guides  -Peer tutors (allowing students to work with a partner during certain assessments)  Use a colored wiffle ball for easier sight  Use a larger barrel bat if needed  Allow for extra attempts to strike the ball In some classes, 5 outs will be played to foster	<b>NJSLS</b> 2.2.12.LF.1-8 2.2.12.MSC.2 2.2.12.PF1-5 2.2.12.N.1-5	<b>Collect, organize, display, and analyze individual and group performance data using applicable digital tools (e.g., cardiovascular, speed and agility, strength and fitness data)</b> <b>Formative Assessments: Writing prompts, journals, and portfolios</b> <b>Summative Assessments: Quizzes, tests, and midterm and final examinations</b> <b>Alternate Assessments: Projects and presentations</b> <b>Technology-based Applications.</b> <b>Teacher observation</b>

		maximum participation Students can choose pitches from their own team to foster success		<b>Class discussion based upon game play.</b> <b>Peer feedback</b>
<b>Throwing, Catching, Locomotor skills - TOUCH FOOTBALL</b> <ul style="list-style-type: none"> <li>· Throwing and catching</li> <li>· Pass patterns</li> <li>· Defensive skills</li> <li>· Football terminology</li> <li>· PE game rules</li> <li>· Round robin touch football tournament</li> </ul>	<b>2 Weeks</b>	Size of ball Study guide Modified written examination Scoring modification	<b>NJSLS</b> <b>2.2.12.LF.1-8</b> <b>2.2.12.MSC.1-5</b> <b>2.2.12.PF1-2</b>	<i>Formative Assessments</i> <b>Teacher Observation</b> <b>Questioning</b> <b>Performance rubric</b> Throwing Catching Pass patterns Defensive strategy Adherence to game & safety rules <i>Summative Assessments</i> <b>Written assessment</b>
<b>Striking, Movement, Agility Skills, Rotation - Volleyball Unit</b> <ul style="list-style-type: none"> <li>· Overhand and underhand passing</li> <li>· Underhand serve</li> <li>· Volleyball terminology</li> </ul>	<b>3 Weeks</b>	<ul style="list-style-type: none"> <li>· Type of ball</li> <li>· Adjusted service area</li> <li>· Modified game rule</li> <li>· Study guide</li> <li>· Modified written examination</li> </ul>	<b>NJSLS</b> <b>2.2.12.LF.1-8</b> <b>2.2.12.MSC.1-5</b> <b>2.2.12.PF1-2</b>	<i>Formative Assessments</i> <ul style="list-style-type: none"> <li>· Teacher Observation</li> <li>· Questioning</li> <li>· Performance rubric</li> </ul> <b>Overhand and underhand passing</b> <b>Service skill</b> <b>Game Strategy</b>



<ul style="list-style-type: none"> <li>· Volleyball game rules</li> <li>· Round robin volleyball tournament</li> </ul>				<b>Adherence to game and safety rules</b> <i>Summative Assessments</i> <b>Written assessment</b>
<b>Throwing, Catching, Running, locomotor skills - BASKETBALL</b>  <ul style="list-style-type: none"> <li>· Dribbling</li> <li>· Chest pass</li> <li>· Bounce pass</li> <li>· Free throw shooting technique</li> <li>· Lay-up technique</li> <li>· Defensive positioning</li> <li>· Basketball lead up games...</li> <li>· Basketball terminology</li> <li>· Round robin basketball tournament</li> </ul>	<b>3 Weeks</b>	<ul style="list-style-type: none"> <li>· Size of ball</li> <li>· Choice of activity</li> <li>· Lead up games               <ul style="list-style-type: none"> <li>○ Around the world</li> <li>○ Ultimate shooting game</li> <li>○ 21</li> <li>○ Horse/ Pig                   <ul style="list-style-type: none"> <li>● Hot Spot</li> <li>● Free Shoot</li> <li>● Knock-out</li> </ul> </li> </ul> </li> <li>· Modified written examination</li> </ul>	<b>NJSLS</b> <b>2.2.12.LF.1-8</b> <b>2.2.12.MSC.1-5</b> <b>2.2.12.PF1-2</b>	<i>Formative Assessments</i> <ul style="list-style-type: none"> <li>· <b>Teacher Observation</b></li> <li>· <b>Questioning</b></li> <li>· <b>Performance rubric</b> <ul style="list-style-type: none"> <li>○ Dribbling</li> <li>○ Passing</li> <li>○ Free throw shooting</li> <li>○ Lay-up shooting</li> <li>○ Field goal shooting</li> <li>○ Teamwork</li> <li>○ Game strategy</li> </ul> </li> </ul> <i>Summative Assessments</i> <ul style="list-style-type: none"> <li>· <b>Written assessment</b></li> </ul>
<b>Throwing, locomotor skills - BOWLING</b>  <ul style="list-style-type: none"> <li>· Finger placement</li> </ul>	<b>1 Week</b>	<ul style="list-style-type: none"> <li>· Choice of ball</li> <li>· Lead up bowling activities</li> </ul>	<b>NJSLS</b> <b>2.2.12.LF.1-8</b> <b>2.2.12.MSC.1-5</b> <b>2.2.12.PF1-2</b>	<i>Formative Assessments</i> <ul style="list-style-type: none"> <li>· <b>Teacher Observation</b></li> <li>· <b>Questioning</b></li> </ul>

<ul style="list-style-type: none"> <li>· 4-step approach</li> <li>· Straight roll</li> <li>· Pin setting and ball return</li> </ul> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>· Bowling terminology</li> <li>· Scorekeeping</li> <li>· Bowling match play</li> </ul>		<ul style="list-style-type: none"> <li>○ Head pin</li> <li>○ Pocked</li> <li>○ Splits</li> <li>○ Converting Spares</li> </ul> <ul style="list-style-type: none"> <li>· Modified written examination</li> </ul>		<ul style="list-style-type: none"> <li>· Performance rubric <ul style="list-style-type: none"> <li>○ 4 step approach</li> <li>○ Speed of roll</li> <li>○ Pin setting</li> <li>○ Score Keeping</li> </ul> </li> </ul> <p><i>Summative Assessments</i></p> <ul style="list-style-type: none"> <li>· Written assessment</li> </ul>
<p><b>Throwing, locomotor skills - BOWLING</b></p> <ul style="list-style-type: none"> <li>· Finger placement</li> <li>· 4-step approach</li> <li>· Straight roll</li> <li>· Pin setting and ball return</li> </ul> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>· Bowling terminology</li> <li>· Scorekeeping</li> <li>· Bowling match play</li> </ul>	<b>1 Week</b>	<ul style="list-style-type: none"> <li>· Choice of ball</li> <li>· Lead up bowling activities <ul style="list-style-type: none"> <li>○ Head pin</li> <li>○ Pocked</li> <li>○ Splits</li> <li>○ Converting Spares</li> </ul> </li> <li>· Modified written examination</li> </ul>	<p><b>NJSLS</b></p> <p><b>2.2.12.LF.1-8</b></p> <p><b>2.2.12.MSC.1-5</b></p> <p><b>2.2.12.PF1-2</b></p>	<p><i>Formative Assessments</i></p> <ul style="list-style-type: none"> <li>· Teacher Observation</li> <li>· Questioning</li> <li>· Performance rubric <ul style="list-style-type: none"> <li>○ 4 step approach</li> <li>○ Speed of roll</li> <li>○ Pin setting</li> <li>○ Score Keeping</li> </ul> </li> </ul> <p><i>Summative Assessments</i></p> <ul style="list-style-type: none"> <li>· Written assessment</li> </ul>
<p><b>Throwing, Catching, Locomotor, Striking Skills - PE OLYMPICS</b></p> <ul style="list-style-type: none"> <li>· Cageball</li> </ul>	<b>1 Week</b>	<ul style="list-style-type: none"> <li>· Use of wheelchair if appropriate</li> <li>· Assignment of</li> </ul>	<p><b>NJSLS</b></p> <p><b>2.2.12.LF.1-8</b></p> <p><b>2.2.12.MSC.1-5</b></p> <p><b>2.2.12.PF1-2</b></p>	<p><i>Formative Assessments</i></p> <ul style="list-style-type: none"> <li>· Teacher Observation</li> <li>· Questioning</li> <li>· Performance rubric <ul style="list-style-type: none"> <li>○ Serve of cageball</li> </ul> </li> </ul>

<b>3-way volleyball</b> · Scooter relay races · Scooter basketball · Scooter soccer		teammates · Assignment of competition (according to ability level) · Modified written examination	<b>CRLKSP4-7</b> <b>CRLKSP9</b>	○ Rotation of servers ○ Teamwork ○ Scooter safety regulations ○ Following of scooter game rules <i>Summative Assessments</i> · Olympics Project
<b>Throwing, Catching, Locomotor skills - ULTIMATE FRISBEE</b> · Throwing and catching · Types of Frisbee throws · Offensive strategy · Defensive positioning · Ultimate Frisbee terminology · Ultimate Frisbee game & safety rules · Round robin ultimate Frisbee tournament	<b>1 Week</b>	· Types of Frisbee throws · Assignment of teammates · Assignment of competition (according to ability level) · Modified written examination	<b>NJSLS</b> <b>2.2.12.LF.1-8</b> <b>2.2.12.MSC.1-5</b> <b>2.2.12.PF1-2</b>	<i>Formative Assessments</i> · Teacher Observation · Questioning · Performance rubric ○ Throwing/catching technique ○ “Spirit of the Game” self-officiating adherence ○ Adherence to game and safety rules <i>Summative Assessments</i> · Written assessment
<b>Advanced Striking, Movement, Agility Skills – TENNIS Unit</b> Components of the unit, ie: Serve	<b>3 Weeks</b>	Size of racquet Study guide Skill videos posted to	<b>NJSLS</b> 2.2.12.MSC.1-5 2.2.12.LF.1-	-Class discussion based upon viewing of skill videos -Skill Assessment (grip & forehand hitting)

Backhand forehand Rally Rules & Regulations Game Play Tournament Play		Google Site  Practice hitting with partner		<b>-Teacher observation</b> <b>-Questioning/ Discussion</b>  <b>-Peer feedback (after each skill give feedback to partner)</b>
<b>Throwing, Catching, Kicking, Dribbling, Locomotor skills - INDOOR SOCCER/ SPEEDBALL/ HANDBALL</b>  · Throwing, kicking, dribbling and catching · Types throws and passes · Offensive strategy · Defensive positioning · Terminology · Game & safety rules · Round robin tournaments	<b>3 Weeks</b>	Adjust the length of the game: Increase or decrease the time according to fitness level of players or the time it may take them to successfully catch or kick the ball.  Use a softer ball  Allow sideline players to pass the ball into play or otherwise create an atmosphere of maximum participation	<b>NJSLS</b> <b>2.2.12.LF.1-8</b> <b>2.2.12.MSC.1-5</b> <b>2.2.12.PF1-2</b>	<b>Formative Assessments</b> · <b>Teacher Observation</b> · <b>Questioning</b> · <b>Performance rubric</b> <ul style="list-style-type: none"> <li>○ Throwing/catching technique</li> <li>○ “Spirit of the Game” self-officiating adherence</li> <li>○ Adherence to game and safety rules</li> </ul> <b>Summative Assessments</b> · <b>Written assessment</b>

Scope and Sequence for Health 9/10	
Grade 9 Health (MP1)	Weeks
Stress	2
Suicide Awareness	1
Digital Citizenship	1
Male/Female Reproductive System	3
Pregnancy/Birth	2
Grade 9 Health (MP2)	
Contraception Methods	2
STDs/Infectious Disease	3
Personal Safety and Decision Making	1
Family Life/Relationships	3
Sexual Identity Behaviors	1
Grade 10 Health (MP1)	
Introduction to Vehicle Safety	1
Highway Transportation Systems	1
Driver Safety	1
The NJ License System	1
Driver Testing	1
Vehicle Information	1
Driver Responsibility	1
Safe Driving Rules and Regulations	1
Sharing the road with others/Defensive Driving	1
Drinking, Driving and Health	1
Driver Privileges and Penalties	1
Grade 10 Health (MP2)	
First Aid	2
CPR Rescue Breathing	1

Family Life & Relationships	1
Personal Behavior and Decision Making	1
Tobacco	1
Alcohol	1
Drugs	2
Nutrition/Physical Fitness	3

Grade 9 Health - MP1				
Unit Topic	Time Allocated	Differentiation	Standards	Assessment
<b>Stress</b> Types of Stress Dealing with stress Defense Mechanisms Dating Violence  <b>Suicide Awareness</b> Types of suicide Risk Factors for suicide Signs of suicidal thoughts Help for at risk people	2 Weeks	<b><i>For Support:</i></b>  Study guides Testing accommodations Preferential seating Learning groups Re-teaching and review  <b><i>For Enhancement:</i></b> Cooperative learning groups  Flexible grouping	<b>NJSLS</b> 2.1.12.EH.1-4 2.1.12.CHSS.6,9 9.1.12.FP.3 18A:35-4.39) 18A:35-4.23a	<b><i>Formative Assessment:</i></b>  Google forms for questions and vocabulary  Think-Pair-Share  Observations  <b><i>Summative Assessment:</i></b>  Cumulative test on vocabulary and chapter concepts.  In class work

<b>Digital Citizenship</b> The effects of screen time Internet Privacy The effects of social media Creating a digital footprint Online Hate Speech Using Internet Filter Communicate with civility online	1 Weeks	<b><i>For Support:</i></b>  Study guides  Testing accommodations  Preferential seating  Learning groups  Re-teaching and review  <b><i>For Enhancement:</i></b> Cooperative learning groups  Flexible grouping	<b>NJSLS</b> 2.3.12.PS.1 2.3.12.PS.2 2.3.12.PS.7 2.3.12.PS.8 2.3.12.PS.9 2.3.12.PS.10	<b>Common Sense Media Gr. 9-12</b> <a href="http://www.common sense media.org/educators/scope-and-sequence">www.common sense media.org/educators/scope-and-sequence</a>
--	---------	---	---	--

<p><b>Male Reproductive Systems</b>  Anatomy  Physiology  Diseases of the reproductive system and its causes  Testicular self-exam and recommended medical screenings  Disease impacts on fertility and life</p> <p><b>Female Reproductive Systems</b>  Anatomy  Physiology  Diseases of the reproductive system and its causes  Breast self-exam and recommended medical screenings for women  Disease impacts on fertility and life</p>	3 Weeks	<p><b><i>For Support:</i></b></p> <p>Study guides</p> <p>Testing accommodations</p> <p>Preferential seating</p> <p>Learning groups</p> <p>Re-teaching and review</p> <p><b><i>For Enhancement:</i></b></p> <p>Cooperative learning groups</p> <p>Flexible grouping</p>	<p><b>NJSLS</b>  2.3.12.HCDM.1-6  18A:35-5.4</p>	<p><b><i>Formative Assessment:</i></b></p> <p>Google forms for questions and vocabulary</p> <p>Case Studies – critical thinking</p> <p>Observation</p> <p>Jeopardy Labs</p> <p><b><i>Summative Assessment:</i></b></p> <p>Cumulative test on vocabulary and lesson concepts</p>
---	---------	--	--	---



<b>Pregnancy / Birth</b> Reproductive anatomy and physiology Conception and pregnancy Health screenings and tests during pregnancy for mother, fetus (during pregnancy), and baby (after the birth). Birthing process Miscarriages and stillbirths	2 Weeks	<b><i>For Support:</i></b> Study guide Testing accommodations Preferential seating Cooperative learning groups Use of technology Re-teaching and review  <b><i>For Enhancement:</i></b> Cooperative learning groups Flexible grouping Elevated questioning techniques	<b>NJSLS</b> 2.1.12.PP.1-9 2.1.12.CHSS.3-4 18A:35-4.40 18A:35-4.41 18A:35-4.5a.	<b><i>Formative Assessment:</i></b> Google forms for questions and vocabulary Think-Pair-Share Critical Thinking assignments  <b><i>Summative Assessment:</i></b> Cumulative test on vocabulary and chapter concepts.
---	---------	--	--	---

Grade 9 Health - MP2				
Unit Topic	Time Allocated	Differentiation	Standards	Assessment
<b>Contraception Methods</b> Abstinence Rhythm Method Contraception  <b>STIs</b> Sexually transmitted disease Infectious Disease Bacteria vs Parasite vs Virus HIV/AIDS	5 Weeks	<b>For Support:</b> Study guide Testing accommodations Preferential seating Differentiated teacher feedback Cooperative learning groups Use of technology Re-teaching and review Visual aids on whiteboard Peer mentoring on problems  <b>For Enhancement:</b> Cooperative learning groups  Flexible grouping	<b>NJSLS</b> 2.1.12.PP.1-3 2.1.12.SSH.4-7 2.3.12.PS.1,2,8-10 18A:35	<b>Formative Assessment:</b>  Google forms for questions and vocabulary  Think-Pair-Share  <b>Summative Assessment:</b>  Cumulative test on vocabulary and chapter concepts.

<b>Sexual Identity/Behaviors</b> Types of Sexual Behaviors Being gender neutral LGBTQ	1 Weeks	<b><i>For Support:</i></b>  Study guides  Testing accommodations  Preferential seating  Learning groups  Re-teaching and review  <b><i>For Enhancement:</i></b> Cooperative learning groups  Flexible grouping	<b>NJSLS</b> 2.1.12.SSH.1 2.1.12.SSH.2 2.1.12.SSH.3 2.1.12.SSH.9	<b><i>Formative Assessment:</i></b>  Google forms for questions and vocabulary  In depth thinking for complex topics  Observation  <b><i>Summative Assessment:</i></b>  Cumulative test on vocabulary and lesson concepts
--	---------	---	--	---

<b>Family Life and Relationships</b> Dating Marriage Peers Family Abuse Domestic Violence Digital Citizenship	3 Weeks	<b><i>For Support:</i></b>  Study guides  Testing accommodations  Preferential seating  Learning groups  Re-teaching and review  <b><i>For Enhancement:</i></b> Cooperative learning groups  Flexible grouping	<b>NJSLS</b> 2.3.12.HCDM.1-6 18A:35-5.4	<b><i>Formative Assessment:</i></b>  Google forms for questions and vocabulary  Compare and contrast  Observation  Personal Evaluations  <b><i>Summative Assessment:</i></b>  Cumulative test on vocabulary and lesson concepts
--	---------	---	---	---

<b>Personal Behavior and Decision Making</b> Dangerous Behavior Potential Risk Factors Environmental Hazards Perceived Risks Effective Communication	1 Weeks	<b><i>For Support:</i></b> Study guide Testing accommodations Preferential seating Cooperative learning groups Use of technology Re-teaching and review  <b><i>For Enhancement:</i></b> Cooperative learning groups Flexible grouping Elevated questioning techniques	<b>NJSLS</b> 2.3.12.PS.1 2.3.12.PS.2 2.3.12.PS.3 2.3.12.PS.4 2.3.12.PS.5 2.3.12.PS.6 2.3.12.PS.7 2.3.12.PS.8 2.3.12.PS.9 2.3.12.PS.10	<b><i>Formative Assessment:</i></b> Google forms for questions and vocabulary Think-Pair-Share Situation based questions  <b><i>Summative Assessment:</i></b> Cumulative test on vocabulary and chapter concepts.
---	---------	--	---	---