



# High School Health and Physical Education Curriculum

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*Middle Township Public Schools  
216 S. Main Street  
Cape May Court House, NJ 08310*

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**Table of Contents**

Acknowledgements..... 1

Introduction..... 2

Course Description..... 2

Intent and Spirit of the Comprehensive Health and Physical Education Standards..... 2

Comprehensive Health and Physical Education in the 21<sup>st</sup> Century..... 3

Pacing Guide.....4 – 7

Grades 9, 11, 12..... 4 – 5

Grade 10 ..... 6 - 7

Unit Guides..... 8 – 83

Unit 1 – PE: Wellness..... 8 - 14

Unit 2 – PE: Movement and Rhythm..... 15 - 20

Unit 3 – PE: Cooperative Activities..... 21 – 26

Unit 4 – PE: Individual Activities..... 27 – 32

Unit 5 – PE: Team Activities..... 33 – 39

Unit 1 – Health: Wellness..... 40 – 49

Unit 2 – Health: Alcohol, Tobacco, and Other Drugs..... 50 – 58

Unit 3 – Family Life and Sexuality..... 59 – 70

Unit 4 – Community Health Skills..... 71 - 83

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## **Introduction**

The state requires that all students in grades K -12 participate in at least 150 minutes per week of Comprehensive Health and Physical Education. The New Jersey Comprehensive Health and Physical Education standards have the primary focus of the standards is on the development of knowledge and skills that influence life-long healthy behaviors within the context of self, family, school and the local and global communities. The 2014 revised standards incorporate the current thinking and best practices found in health and physical education documents published by national content-specific organizations.

## **Course Description**

This is a comprehensive, sequential health and physical education program that emphasizes the natural interdisciplinary connection among wellness, health and physical education. Curriculum in Health and Physical Education is a balanced approach to education which aligns itself with New Jersey Student Learning Standards set forth by the New Jersey Department of Education.

At the high school level, Physical Education is a year-long course for ninth, eleventh, and twelfth grade. Students in tenth grade take comprehensive health and driver's education. During the driver's education portion, students learn driver's education basics, have opportunity to take the written portion of the New Jersey Driver's Test, and receive behind the wheel instruction.

## **Intent and Spirit of the Comprehensive Health and Physical Education Standards**

All students participate in a comprehensive, sequential, health and physical education program that emphasizes the natural interdisciplinary connection between wellness and health and physical education. The standards provide a blueprint for curriculum development, instruction, and assessment that reflects the latest research-based platform for effective health and physical education programs. The primary focus of the standards is on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community. The 2014 revised standards incorporate 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.

Revisions to the standards include cumulative progress indicators that reflect:

- Recently enacted legislation
- An emphasis on health literacy, a 21<sup>st</sup> century theme
- Global perspectives about health and wellness through comparative analysis of health-related issues, attitudes, and behaviors in other countries
- Inclusion of additional skills related to traffic safety, fire safety, and accident and poison prevention
- Increased awareness of and sensitivity to the challenges related to individuals with disabilities

## Comprehensive Health and Physical Education in the 21<sup>st</sup> Century

**Health literacy** is an integral component of 21<sup>st</sup> century education. Healthy students are learners who are “knowledgeable, productive, and also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a *lifelong* commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective:

**Mission:** *Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.*

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

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

**Health Literacy** includes:

- Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that are health enhancing.
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction.
- Using available information to make appropriate health-related decisions.
- Establishing and monitoring personal and family health goals.
- Understanding national and international public health and safety issues.

## Pacing Guide – Physical Education Grades 9, 11, 12

<u>UNIT TITLE</u>	<u>ENDURING UNDERSTANDINGS</u>	<u>NJSLS</u>	<u>TIMEFRAME</u>
<b>Unit 1 - Wellness</b>	<ul style="list-style-type: none"> <li>• The short and long term impact of physical inactivity and apply fitness-training principles to improve personal fitness.</li> <li>• Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.</li> <li>• There are many short and long term health benefits and risks associated with nutritional choices.</li> <li>• Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.</li> <li>• Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.</li> </ul>	<p>2.1.12.A.1 2.1.12.A.2 2.1.12.B.1 2.1.12.B.2 2.2.12.B.2 2.6.12.A.1 2.6.12.A.2 2.6.12.A.3 2.6.12.A.4 2.6.12.A.5</p>	<b>25 days</b>
<b>Unit 2: Movement/Rhythm</b>	<ul style="list-style-type: none"> <li>• The need to utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</li> <li>• Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.</li> <li>• Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.</li> </ul>	<p>2.5.12.A.1 2.5.12.A.2 2.5.12.A.3 2.5.12.A.4 2.5.12.C.3</p>	<b>25 days</b>
<b>Unit 3: Cooperative Activities</b>	<ul style="list-style-type: none"> <li>• Decision-making can be affected by a variety of influences that may not be in a person's best interest.</li> <li>• Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.</li> <li>• Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.</li> <li>• Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.</li> </ul>	<p>2.2.12.B.1 2.5.12.B.1 2.5.12.B.2 2.5.12.B.3 2.6.12.A.3</p>	<b>25 days</b>

<b>Unit 4: Individual Activities</b>	<ul style="list-style-type: none"> <li>• Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.</li> <li>• Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.</li> <li>• Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.</li> </ul>	<b>2.5.12.A.1</b> <b>2.5.12.B.1</b> <b>2.5.12.B.2</b> <b>2.5.12.B.3</b> <b>2.5.12.C.1</b> <b>2.5.12.C.2</b> <b>2.5.12.C.3</b>	<b>50 days</b>
<b>Unit 5: Team Activities</b>	<ul style="list-style-type: none"> <li>• Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.</li> <li>• Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.</li> <li>• Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.</li> </ul>	<b>2.5.12.A.1</b> <b>2.5.12.B.1</b> <b>2.5.12.B.2</b> <b>2.5.12.B.3</b> <b>2.5.12.C.1</b> <b>2.5.12.C.2</b> <b>2.6.12.A.5 *</b>	<b>50 days</b>

## Pacing Guide – Comprehensive Health Grade 10

<u>UNIT TITLE</u>	<u>ENDURING UNDERSTANDINGS</u>	<u>NJSLS</u>	<u>TIMEFRAME</u>
<b>Unit 1 - Wellness</b>	<ul style="list-style-type: none"> <li>• Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.</li> <li>• Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.</li> <li>• There are many short and long term health benefits and risks associated with nutritional choices.</li> <li>• Decision-making can be affected by a variety of influences that may not be in a person’s best interest.</li> <li>• Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.</li> <li>• Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.</li> </ul>	<p style="text-align: center;"> <b>2.1.12.A.1</b>  <b>2.1.12.A.2</b>  <b>2.1.12.B.3</b>  <b>2.1.12.C.1</b>  <b>2.1.12.C.2</b>  <b>2.2.12.B.1</b>  <b>2.2.12.B.2</b>  <b>2.6.12.A.1</b>  <b>2.6.12.A.4</b> </p>	<b>25 days</b>
<b>Unit 2: Alcohol, Tobacco, and Other Drugs</b>	<ul style="list-style-type: none"> <li>• Decision-making can be affected by a variety of influences that may not be in a person’s best interest.</li> <li>• Medicines must be used correctly in order to be safe and have the maximum benefit.</li> <li>• Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.</li> <li>• There are common indicators, stages and influencing factors of chemical dependency.</li> </ul>	<p style="text-align: center;"> <b>2.3.12.A.1</b>  <b>2.3.12.A.2</b>  <b>2.3.12.A.3</b>  <b>2.3.12.B.1</b>  <b>2.3.12.B.2</b>  <b>2.3.12.B.3</b>  <b>2.3.12.B.4</b>  <b>2.3.12.B.5</b>  <b>2.3.12.C.1</b>  <b>2.3.12.C.2</b>  <b>2.3.12.C.3</b> </p>	<b>25 days</b>
<b>Unit 3: Family Life/Sexuality</b>	<ul style="list-style-type: none"> <li>• Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships.</li> <li>• Reliable personal and professional resources are available to assist with relationship problems.</li> <li>• Technological advances continue to provide increased opportunities to develop relationships anytime and anyplace with a worldwide audience.</li> <li>• External pressures and opportunities that present themselves may influence a person to become sexually active.</li> </ul>	<p style="text-align: center;"> <b>2.2.12.B.1</b>  <b>2.5.12.B.1</b>  <b>2.5.12.B.2</b>  <b>2.5.12.B.3</b>  <b>2.6.12.A.3</b> </p>	<b>25 days</b>

	<ul style="list-style-type: none"> <li>• Learning about sexuality and discussing sexual issues is critical for sexual health, but is a sensitive and challenging process.</li> <li>• There are many additional challenges that confront those who are not heterosexual.</li> <li>• Raising a child requires physical, economic, emotional, social and intellectual commitment.</li> <li>• Prenatal care has a direct impact on the delivery and long-term health of the child.</li> </ul>		
<b>Unit 4: Community Health Skills</b>	<ul style="list-style-type: none"> <li>• Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.</li> <li>• Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.</li> <li>• Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health.</li> <li>• Making good health decisions requires the ability to access and evaluate reliable resources.</li> <li>• Effective communication skills enhance a person’s ability to express and defend their beliefs.</li> <li>• Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals.</li> <li>• Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.</li> <li>• Character is who you are when no one is looking.</li> <li>• Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.</li> </ul>	<b>2.1.12.C.3</b> <b>2.1.12.C.4</b> <b>2.1.12.D.1</b> <b>2.1.12.D.2</b> <b>2.1.12.D.3</b> <b>2.1.12.D.4</b> <b>2.1.12.D.5</b> <b>2.1.12.D.6</b> <b>2.1.12.E.1</b> <b>2.1.12.E.2</b> <b>2.1.12.E.3</b> <b>2.1.12.E.4</b> <b>2.2.12.A.1</b> <b>2.2.12.A.2</b> <b>2.2.12.A.3</b> <b>2.2.12.C.1</b> <b>2.2.12.C.2</b> <b>2.2.12.C.3</b> <b>2.2.12.D.1</b> <b>2.2.12.E.1</b> <b>2.2.12.E.2</b>	<b>25 days</b>

<b>Content Area:</b>	<b>Physical Education</b>	<b>Grade(s) 9, 11, 12</b>
<b>Unit Plan Title:</b>	<b>Unit 1 - Wellness</b>	
<b>Overview/Rationale</b>		
<p>All students will use health-enhancing personal, interpersonal and life skills to support a healthy, active lifestyle. Taking responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active lifestyle. The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions. Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.</p>		
<b>Standard(s)/Strands</b>		
<p><b>STANDARD 2.1: Wellness. All students will acquire health promotion concepts and skills to support healthy, active lifestyles.</b>  <b>STRAND A: Personal Growth and Development.</b> Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.  <b>STRAND B: Nutrition.</b> Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.</p> <p><b>STANDARD 2.2: Integrated Skills. All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b>  <b>STRAND B: Decision Making and Goal Setting.</b> Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one’s lifetime.</p> <p><b>STANDARD 2.6: Fitness. All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle</b>  <b>STRAND A: Fitness and Physical Activity.</b> Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.</p>		
<b>Cumulative Progress Indicator(s) and Number(s) (Established Goals)</b>		

- 2.1.12.A.1** Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
- 2.1.12.A.2** Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
- 2.1.12.B.1** Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.
- 2.1.12.B.2** Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.
- 2.2.12.B.2** Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.
- 2.6.12.A.1** Compare the short- and long-term impact on wellness associated with physical inactivity.
- 2.6.12.A.2** Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principles.
- 2.6.12.A.3** Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.
- 2.6.12.A.4** Compare and contrast the impact of health-related fitness components as a measure of fitness and health.
- 2.6.12.A.5** Debate the use of performance-enhancing substances (i.e, anabolic steroids and other illegal substances) to improve overall performance

#### **Technology Standard(s)**

- 8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.**
- 8.1.8.D.1** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
- 8.1.8.D.2** Demonstrate the application of appropriate citations to digital content.
- 8.1.8.D.3** Demonstrate an understanding of fair use and Creative Commons to intellectual property. Exhibit leadership for digital citizenship.
- 8.1.8.D.4** Assess the credibility and accuracy of digital content.
- 8.1.8.D.5** Understand appropriate uses for social media and the negative consequences of misuse.

#### **Interdisciplinary Standard(s)**

- RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RST.6-8.3** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

**Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)**

**Students will understand...**

- The short and long term impact of physical inactivity and apply fitness-training principles to improve personal fitness.
- Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.
- There are many short and long term health benefits and risks associated with nutritional choices.
- Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.
- Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.

**Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)**

- What are the consequences (especially unforeseen) of our choices in terms of wellness?
- What makes a food healthy?
- How do you determine appropriate portion sizes?
- What is the minimum amount of exercise I can do to stay physically fit?

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed:**

<i>Check all that apply.</i>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>	
<b>21<sup>st</sup> Century Themes</b>		<b>21<sup>st</sup> Century Skills</b>	
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/> E	Critical Thinking & Problem Solving
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E	Creativity and Innovation
<input checked="" type="checkbox"/> T	Health Literacy	<input type="checkbox"/> T	Collaboration, Teamwork and Leadership
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Cross-Cultural and Interpersonal Communication
<input type="checkbox"/>	Financial, Economic, Business and Entrepreneurial Literacy	<input type="checkbox"/>	Communication and Media Fluency
		<input type="checkbox"/>	Accountability, Productivity and Ethics

**In this unit plan, the following Career Ready Practices are addressed:**

*Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.*

E	CRP1. Act as a responsible and contributing citizen and employee
	CRP2. Apply appropriate academic and technical skills
	CRP3. Attend to personal health and financial well-being
E	CRP4. Communicate clearly and effectively with reason
	CRP5. Consider the environmental, social and economic impacts of decisions
E	CRP6. Demonstrate creativity and innovation
	CRP7. Employ valid and reliable research strategies
E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	CRP9. Model integrity, ethical leadership and effective management
	CRP10. Plan education and career paths aligned to personal goals
	CRP11. Use technology to enhance productivity
T	CRP12. Work productively in teams while using cultural global competence

**Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)**

***Students will know....***

- Health promotion concepts and skills to support healthy, active lifestyles
- Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly
- How to apply basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.
- How to develop and use personal and interpersonal skills to

***Students will be able to (do)...***

- 9<sup>th</sup>:** Analyze the short and long term impact of physical inactivity and apply fitness-training principles to improve personal fitness.
- 9<sup>th</sup>:** Evaluate the personal, social, and environmental factors that impact fitness and personal health.
- 10<sup>th</sup>/optional:** Analyze how genetics, gender, age, nutrition, activity level, and exercise/physical activity impact body compositions and healthy weight maintenance.
- 10<sup>th</sup>/optional:** Evaluate current dietary trends and eating habits of adolescents and young adults and the long-term implications on overall wellness

<p>support a healthy, active lifestyle</p> <ul style="list-style-type: none"> <li>Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.</li> <li>How to apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle</li> <li>That taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.</li> </ul>	<p><b>11<sup>th</sup>:</b> Evaluate the health related fitness components and apply/demonstrate how these components contribute to a fitness plan as a measure of fitness and health.</p> <p><b>11<sup>th</sup>:</b> Research and debate the impact of performance enhancing drugs (anabolic steroids, HGH, ergogenic aids) on society and evaluate the short and long term consequences of their use</p> <p><b>12<sup>th</sup>:</b> Identify and analyze individual and family needs and address barriers (time, finances, etc.) that impact the development and application of a comprehensive fitness plan.</p> <p><b>12<sup>th</sup>:</b> Analyze and reflect on personal health data utilizing technology and medical advances to create and implement a comprehensive health and fitness program applying fitness-training principles.</p>
<p><b>Assessment Evidence:</b></p>	
<p><b>Performance Tasks:</b> <i>(Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)</i></p> <p>Visual Observation Participation Presentation</p>	<p><b>Other Assessment Measures:</b> <i>(Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?)</i> ***<b>Attach all Benchmarks</b></p> <p>Skill Rubrics Written Rubrics on identified activities</p>
<p><b>Teaching and Learning Actions:</b> <i>(What learning experiences and instruction will enable students to achieve the desired results?)</i></p>	
<p><i>Instructional Strategies and Activities</i></p>	<p><b>Consider how will the design will:</b></p> <p><b>W</b> = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p><b>H</b>= Hook all students and Hold their interest?</p> <p><b>E</b>= Equip students, help the Experience the key ideas and Explore the issue?</p> <p><b>R</b>=Provide opportunities to Rethink and Revise their understandings and work?</p> <p><b>E</b>=Allow students to Evaluate their work and its implications?</p> <p><b>T</b>=be Tailored (personalized to the different needs, interests and abilities of learners?)</p>

	O=be Organized to maximize initial and sustained engagement as well as effective learning?
9 <sup>th</sup> Grade	<p><b>Activity:</b> Students will analyze the short and long term impact of being physically inactive (weight gain, stress, diabetes, heart disease). They will create and apply a physical activity program using as a minimum FITT which highlights a deficient area relating to the health related components of fitness (cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition)</p> <p>Students will need to take into consideration the social, personal, and environmental factors that could impact their wellness.</p> <p>Example</p> <ol style="list-style-type: none"> <li>1. Pre-assessment of personal fitness.</li> <li>2. Identify needs of improvement.</li> <li>3. Student will create and apply a physical activity program using as a minimum FITT.</li> </ol>
10 <sup>th</sup> Grade/optional:	<p><b>Activity:</b> Students will be asked to record their daily physical activity as well as their meal choices. Students will analyze the nutritional value of their meal choices versus the physical activity and calories burned on this day. Students should comment on the reasons they made some of their choices. Students will then correlate their food choices, physical activity, age, genetics to the various long term consequences that may occur if these choices are made on a regular basis.</p> <p>Students will then reflect on their chart to correlate their food choices (caloric intake), physical activity (caloric expenditure) age, genetics, to the long term positive or negative impact they may have.</p> <p>Students may complete this part of the assessment through a research paper, multimedia presentation, or a visual representation explaining their choices.</p>
11 <sup>th</sup> Grade:	<p><b>Activity:</b> Students will create and maintain a physical activity log (online/web based, or written) that encompasses all of the health related components of fitness. Students will need to create their “workouts” and record all data corresponding to the health related components contained in their workout.</p>
12 <sup>th</sup> Grade:	<p><b>Activity:</b> Students will identify and analyze one of the following examples and develop a comprehensive fitness plan for this individual. All outside influences or barriers need to be considered when developing the comprehensive fitness plan.</p> <ol style="list-style-type: none"> <li>1. A new mother is finding that she is having issues with muscle soreness and fatigue since the birth of her child. The mother is 26, was physically active before her pregnancy, and during her pregnancy has developed high blood pressure. Time and financial limitations need to be consideration.</li> </ol>

	<p>2. A 48 year old man has gained excess weight after changing to an increased commute and demanding work schedule. Prior to this position he was moderately physically active but was recently diagnosed as a pre diabetic. Finances are stable and not an issue.</p> <p>3. A 19 year old college student is struggling with time management issues. He has noticed that he is gaining weight because of poor diet and decreased physical active. This student was a high school athlete who was physically active but is now struggling with finding the time and motivation to exercise and eat properly. The student family has a history of heart disease.</p>
Resources	
<p>9<sup>th</sup> grade activity and rubric: <a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe9u1.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe9u1.pdf</a></p> <p>10<sup>th</sup> grade activity and rubric: <a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe10u1.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe10u1.pdf</a></p> <p>11<sup>th</sup> grade activity and rubric: <a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe11u1.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe11u1.pdf</a></p> <p>12<sup>th</sup> grade activity and rubric: <a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe12u1.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe12u1.pdf</a></p>	
Suggested Time Frame:	5 weeks (25 days)

*D* – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

<b>Content Area:</b>	<b>Physical Education</b>	<b>Grade(s) 9, 11, 12</b>
<b>Unit Plan Title:</b>	<b>Unit 2: Movement/Rhythm</b>	
<b>Overview/Rationale</b>		
<p>All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle. Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.</p>		
<b>Standard(s)/Strands</b>		
<p><b>STANDARD 2.5: Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</b></p> <p><b>STRAND A: Movement Skills and Concepts.</b> Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.</p> <p><b>STRAND C: Sportsmanship, Rules, and Safety.</b> Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.</p>		
<b>Cumulative Progress Indicator(s) and Number(s) (Established Goals)</b>		
<p><b>2.5.12.A.1</b> Explain and demonstrate ways to transfer <u>movement skills</u> from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).</p> <p><b>2.5.12.A.2</b> Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</p> <p><b>2.5.12.A.3</b> Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).</p> <p><b>2.5.12.A.4</b> Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.</p>		

**2.5.12.C.3** Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.

#### **Technology Standard(s)**

**8.1.5.D.4** Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

**8.1.8.D.1** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

**8.1.8.D.2** Demonstrate the application of appropriate citations to digital content.

**8.1.8.D.3** Demonstrate an understanding of fair use and Creative Commons to intellectual property. Exhibit leadership for digital citizenship.

**8.1.8.D.4** Assess the credibility and accuracy of digital content.

**8.1.8.D.5** Understand appropriate uses for social media and the negative consequences of misuse.

#### **Interdisciplinary Standard(s)**

**RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**RST.6-8.3** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

**Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)**

#### ***Students will understand...***

- The need to utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.
- Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.

**Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)**

- How does effective and appropriate movement affect wellness?

- Why do I have to understand concepts of movement when I can already perform the movement?

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed:**

<i>Check all that apply.</i>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>	
<b>21<sup>st</sup> Century Themes</b>		<b>21<sup>st</sup> Century Skills</b>	
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/>	E Critical Thinking & Problem Solving
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	E Creativity and Innovation
<input checked="" type="checkbox"/>	Health Literacy	<input type="checkbox"/>	T Collaboration, Teamwork and Leadership
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Cross-Cultural and Interpersonal Communication
<input type="checkbox"/>	Financial, Economic, Business and Entrepreneurial Literacy	<input type="checkbox"/>	Communication and Media Fluency
		<input type="checkbox"/>	Accountability, Productivity and Ethics

**In this unit plan, the following Career Ready Practices are addressed:**

*Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.*

<input checked="" type="checkbox"/>	CRP1. Act as a responsible and contributing citizen and employee
<input type="checkbox"/>	CRP2. Apply appropriate academic and technical skills
<input type="checkbox"/>	CRP3. Attend to personal health and financial well-being
<input checked="" type="checkbox"/>	CRP4. Communicate clearly and effectively with reason
<input type="checkbox"/>	CRP5. Consider the environmental, social and economic impacts of decisions
<input checked="" type="checkbox"/>	CRP6. Demonstrate creativity and innovation
<input type="checkbox"/>	CRP7. Employ valid and reliable research strategies
<input checked="" type="checkbox"/>	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
<input type="checkbox"/>	CRP9. Model integrity, ethical leadership and effective management

		CRP10. Plan education and career paths aligned to personal goals
		CRP11. Use technology to enhance productivity
	T	CRP12. Work productively in teams while using cultural global competence

**Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)**

<p><b>Students will know....</b></p> <ul style="list-style-type: none"> <li>• How to utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</li> <li>• Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.</li> <li>• Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.</li> </ul>	<p><b>Students will be able to (do)...</b></p> <p><b>9<sup>th</sup>:</b> Demonstrate and apply movement patterns from one game, sport, dance, or recreational activity to another.</p> <p><b>10<sup>th</sup>/optional:</b> Identify and demonstrate how force and motion (weight transfer, power, speed, agility, range of motion) impact the performance of planned movement patterns.</p> <p><b>11<sup>th</sup>:</b> Identify and explain the influence of globalization and technology on games, sport, dance, and other movement patterns and predict its future impact (development of, participation, viewing).</p> <p><b>12<sup>th</sup>:</b> Design and lead a rhythmic activity (time, space, fore and flow) and critique the movement skill/performance discussing how each part can be made more interesting, creative, efficient, and/or effective.</p>
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**Assessment Evidence:**

<p><b>Performance Tasks:</b> (Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)</p> <p>Visual Observation Participation Presentation</p>	<p><b>Other Assessment Measures:</b> (Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self- assess their learning?) <b>***Attach all Benchmarks</b></p> <p>Skill Rubrics Written Rubrics on identified activities</p>
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<i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i>	
<i>Instructional Strategies and Activities</i>	<p><b>Consider how will the design will:</b></p> <p><b>W</b> = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p><b>H</b>= Hook all students and Hold their interest?</p> <p><b>E</b>= Equip students, help the Experience the key ideas and Explore the issue?</p> <p><b>R</b>=Provide opportunities to Rethink and Revise their understandings and work?</p> <p><b>E</b>=Allow students to Evaluate their work and its implications?</p> <p><b>T</b>=be Tailored (personalized to the different needs, interests and abilities of learners?)</p> <p><b>O</b>=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
<i>9<sup>th</sup> Grade:</i>	<p><b>Activity:</b> In small groups, students will develop a sequence of movements that they will incorporate into an activity. Students will be asked to transfer movement skills from a game, sport, or activity into a movement sequence applied into another activity.</p> <p><b>Ex.: Basketball to Zumba</b></p> <ul style="list-style-type: none"> <li>• Each group of students will identify specific movement skill (squatting, sliding, jumping, leaping, etc.) that are applied while playing basketball. After the specific movements are identified they will transfer the movements into a Zumba routine.</li> <li>• After each group completes their movement sequence they will be asked to reflect on the movements and the skills that were transferred from one activity to the next.</li> </ul>
<i>10<sup>th</sup> Grade/optional:</i>	<p><b>Activity:</b> Students will select one movement pattern/exercise technique to perform and analyze potential outcomes of performance. Students will demonstrate and analyze how applying weight transfer, power, speed, agility of varying ranges of isotonic movements (muscle contraction with movement) could impact the way an individual may perform the movement patterns. Students will compare two types of movements and answer open ended reflection questions to analyze the movements.</p> <p><b>Ex.</b> Isotonic Movements: Squats, arm curls, pushups, pull ups, curl ups.</p>
<i>11<sup>th</sup> Grade:</i>	<p><b>Activity:</b> Students should research an existing web based app or develop a concept for a new web based app that relates to games, sport, dance, and other movement patterns. Students will explain the benefits, contribution, and predict its future impact on that activity through a multimedia presentation or a visual representation. Students will also research how the globalization of technology has played a</p>

	<p>role in the app or concept they are developing.</p> <p><b>Ex.</b> A fitness-related app that could measure performance (calories, max V02, time, speed, etc.) and could be programmed to a specific dance, sport or movement activity or a sports specific movement application that could be used to analyze and improve performance and technique.</p>
12 <sup>th</sup> Grade:	<p>Activity: In partners or groups, students will design and demonstrate a rhythmic activity performance (dance-related, sport-specific, skill-specific, resistance training techniques) that incorporates elements of time, space, force and flow. Students will then evaluate and give specific feedback (creative, efficient, or effective) on each performance based on a peer review checklist that includes components of time, space, force and flow.</p> <p><b>Ex.</b></p> <ul style="list-style-type: none"> <li>• Static vs. Dynamic Flexibility</li> <li>• Design a resistance training/body weight circuit</li> <li>• Design sport-specific drill that incorporates fundamental sport sequences (defensive slides patterns, etc.)</li> </ul>
Resources	
<p>9<sup>th</sup> grade activity and rubric: <a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe9u2.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe9u2.pdf</a></p> <p>10<sup>th</sup> grade activity and rubric: <a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe10u2.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe10u2.pdf</a></p> <p>11<sup>th</sup> grade activity and rubric: <a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe11u2.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe11u2.pdf</a></p> <p>12<sup>th</sup> grade activity and rubric: <a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe12u2.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe12u2.pdf</a></p>	
Suggested Time Frame:	5 weeks (25 days)

D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

<b>Content Area:</b>	<b>Physical Education</b>	<b>Grade(s) 9, 11, 12</b>
<b>Unit Plan Title:</b>	<b>Unit 3: Cooperative Activities</b>	
<b>Overview/Rationale</b>		
<p>In this unit, all students will use health-enhancing personal, interpersonal and life skills to support a healthy, active lifestyle. The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions. Additionally, all students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle. Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life. Lastly, all students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.</p>		
<b>Standard(s)/Strands</b>		
<p><b>STANDARD 2.2: Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b>  <b>STRAND B: Decision-Making and Goal Setting.</b> Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one’s lifetime</p> <p><b>STANDARD 2.5: Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</b>  <b>STRAND B: Strategy.</b> Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.</p> <p><b>STANDARD 2.6: Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</b>  <b>STRAND A: Fitness and Physical Activity.</b> Taking personal responsibility to develop and maintain physical activity levels provides opportunities</p>		

for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

**Cumulative Progress Indicator(s) and Number(s) (Established Goals)**

- 2.2.12.B.1** Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
- 2.5.12.B.1** Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.
- 2.5.12.B.2** Apply a variety of mental strategies to improve performance.
- 2.5.12.B.3** Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.
- 2.6.12.A.3** Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.

**Technology Standard(s)**

- 8.1.5.D.4** Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
- 8.1.8.D.1** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
- 8.1.8.D.2** Demonstrate the application of appropriate citations to digital content.
- 8.1.8.D.3** Demonstrate an understanding of fair use and Creative Commons to intellectual property. Exhibit leadership for digital citizenship.
- 8.1.8.D.4** Assess the credibility and accuracy of digital content.
- 8.1.8.D.5** Understand appropriate uses for social media and the negative consequences of misuse.

**Interdisciplinary Standard(s)**

- RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RST.6-8.3** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

**Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)**

*Students will understand that...*

- Decision-making can be affected by a variety of influences that may not be in a person's best interest.
- Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
- Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.
- Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.

**Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)**

- Why might educated people make poor health decisions?
- How do I overcome negative influences when making decisions about my personal health?
- Why do I have to understand concepts of movement when I can already perform the movement?
- What is the minimum amount of exercise I can do to stay physically fit?

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed:**

<i>Check all that apply.</i>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>	
<b>21<sup>st</sup> Century Themes</b>		<b>21<sup>st</sup> Century Skills</b>	
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/> E	Critical Thinking & Problem Solving
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E	Creativity and Innovation
<input checked="" type="checkbox"/> T	Health Literacy	<input type="checkbox"/> T	Collaboration, Teamwork and Leadership
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Cross-Cultural and Interpersonal Communication
<input type="checkbox"/>	Financial, Economic, Business and Entrepreneurial Literacy	<input type="checkbox"/>	Communication and Media Fluency
		<input type="checkbox"/>	Accountability, Productivity and Ethics

**In this unit plan, the following Career Ready Practices are addressed:**

*Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.*

<input checked="" type="checkbox"/> E	CRP1. Act as a responsible and contributing citizen and employee
<input type="checkbox"/>	CRP2. Apply appropriate academic and technical skills

	<b>CRP3. Attend to personal health and financial well-being</b>
<b>E</b>	<b>CRP4. Communicate clearly and effectively with reason</b>
	<b>CRP5. Consider the environmental, social and economic impacts of decisions</b>
<b>E</b>	<b>CRP6. Demonstrate creativity and innovation</b>
	<b>CRP7. Employ valid and reliable research strategies</b>
<b>E</b>	<b>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them</b>
	<b>CRP9. Model integrity, ethical leadership and effective management</b>
	<b>CRP10. Plan education and career paths aligned to personal goals</b>
	<b>CRP11. Use technology to enhance productivity</b>
<b>T</b>	<b>CRP12. Work productively in teams while using cultural global competence</b>

**Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)**

***Students will know....***

- That developing and implementing an effective personal wellness plan contributes to healthy decision-making over one’s lifetime
- Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
- Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

***Students will be able to (do)...***

**9<sup>th</sup>:** Students will describe and analyze factors that influence both intrinsic and extrinsic motivation (positive mental attitudes, competent skill levels, teamwork) and how they affect individual and team effectiveness

**10<sup>th</sup>/optional:** Students will Identify and assess tactical understanding of cooperative strategies including communication, respect of others’ ideas, and decision making of oneself/group (good/poor) during cooperative activities.

**11<sup>th</sup>:** Assess and apply tactical (cooperative) and mental strategies to improve performance.

**12<sup>th</sup> :** Identify and demonstrate how engaging in cooperative learning

	activities can impact the effect of genetics, gender, age, nutrition, and activity level on body composition on an overall wellness plan.
<b>Assessment Evidence:</b>	
<p><b>Performance Tasks:</b> (Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)</p> <p>Visual Observation Participation Presentation</p>	<p><b>Other Assessment Measures:</b> (Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self- assess their learning?) <b>***Attach all Benchmarks</b></p> <p>Skill Rubrics Written Rubrics on identified activities</p>
<b>Teaching and Learning Actions:</b> (What learning experiences and instruction will enable students to achieve the desired results?)	
<p><i>Instructional Strategies and Activities</i></p> <p>D</p>	<p><b>Consider how will the design will:</b></p> <p><b>W</b> = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p><b>H</b>= Hook all students and Hold their interest?</p> <p><b>E</b>= Equip students, help the Experience the key ideas and Explore the issue?</p> <p><b>R</b>=Provide opportunities to Rethink and Revise their understandings and work?</p> <p><b>E</b>=Allow students to Evaluate their work and its implications?</p> <p><b>T</b>=be Tailored (personalized to the different needs, interests and abilities of learners)?</p> <p><b>O</b>=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
<p><i>9<sup>th</sup> Grade:</i></p>	<p><b>Activity 1: Jump Rope Activity</b></p> <ol style="list-style-type: none"> <li>1. Long jump rope – 2 turners</li> <li>2. Objective is to enter 1 student at a time – do 1 jump and get out</li> <li>3. Next student comes in before 1 or 2 empty turns</li> <li>4. With failure, allow opportunity for reflection and strategy – repeat activity</li> <li>5. Students will complete reflection questions based on their activity experience. <ol style="list-style-type: none"> <li>A. How do positive attitudes contribute to team effectiveness?</li> <li>B. How do different skill and ability levels affect the team as a whole?</li> <li>C. How does teamwork impact the success and enjoyment of activity?</li> <li>D. What do you think your group can do differently to achieve success?</li> </ol> </li> </ol>

	6. Repeat activity again integrating the data from the reflection questions.
10 <sup>th</sup> Grade/optional:	<p><b>Project Adventure-Based Activity – Group Shuffle</b></p> <p>Class will be split in half. The goal of the activity is to move the entire group to the opposite side without stepping onto the floor/off the element (2x4s, bleacher step, curb, tape, etc). Students should work together to complete the task by passing, stepping over their teammates to get to the end of the element.</p>
11 <sup>th</sup> Grade:	<p><b>Activity: Folding Blanket</b></p> <p>Materials Need: Large Tarp or Blanket</p> <p>First round begins by teacher instructing students to get everyone on the tarp without having any extremities off of the blanket. Game continues with each round by instructor folding the tarp in half and repeating the process. The objective is to have the group work cooperatively to utilize as small amount of space as possible.</p> <p>Student/Peer Reflections:</p> <ol style="list-style-type: none"> <li>1. What mental and tactical strategies were utilized to successfully complete your task?</li> <li>2. What changes can you make to these strategies to increase group success?</li> </ol>
12 <sup>th</sup> Grade:	<p><b>Activity:</b></p> <p>In small groups, 4-5 students will develop a cooperative game that includes all students, affects one or more components of fitness, and leads to lifelong wellness.</p> <p><b>Example:</b> Modified cooperative volleyball (2 nets intersect creating 4 quadrants)</p> <ul style="list-style-type: none"> <li>• One ball per court</li> <li>• 2 partners per team</li> <li>• Reflections and chart</li> </ul> <p>Variations:</p> <ul style="list-style-type: none"> <li>• Two teams may work together against the other two.</li> </ul> <p>Teams use stability (yoga) balls.</p> <ul style="list-style-type: none"> <li>• Ball may bounce 1 time.</li> <li>• Everyone on a team must touch ball before sending it over the net.</li> </ul>
Resources	
9 <sup>th</sup> Grade activity and rubric: <a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe9u3.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe9u3.pdf</a>	

10th grade activity and rubric: <a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe10u3.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe10u3.pdf</a>
11 <sup>th</sup> grade activity and rubric: <a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe11u3.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe11u3.pdf</a>
12 <sup>th</sup> grade activity and rubric: <a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe12u3.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe12u3.pdf</a>
Suggested Time Frame: 5 weeks (25 days)

D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

<b>Content Area:</b>	<b>Physical Education</b>	<b>Grade(s) 9, 11, 12</b>
<b>Unit Plan Title:</b>	<b>Unit 4: Individual Activities</b>	
<b>Overview/Rationale</b>		
All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle. Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.		
<b>Standard(s)/Strands</b>		
<p><b>STANDARD 2.5: Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</b></p> <p><b>STRAND A: Movement Skills and concepts.</b> Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.</p> <p><b>STRAND B: Strategy.</b> Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.</p> <p><b>STRAND C: Sportsmanship, Rules, and Safety.</b> Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction. Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.</p>		

### **Cumulative Progress Indicator(s) and Number(s) (Established Goals)**

- 2.5.12.A.1** Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).
- 2.5.12.B.1** Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.
- 2.5.12.B.2** Apply a variety of mental strategies to improve performance.
- 2.5.12.B.3** Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual effectiveness.
- 2.5.12.C.1** Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.
- 2.5.12.C.2** Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.
- 2.5.12.C.3** Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.

### **Technology Standard(s)**

- 8.1.5.D.4** Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
- 8.1.8.D.1** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
- 8.1.8.D.2** Demonstrate the application of appropriate citations to digital content.
- 8.1.8.D.3** Demonstrate an understanding of fair use and Creative Commons to intellectual property. Exhibit leadership for digital citizenship.
- 8.1.8.D.4** Assess the credibility and accuracy of digital content.
- 8.1.8.D.5** Understand appropriate uses for social media and the negative consequences of misuse.

### **Interdisciplinary Standard(s)**

- RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RST.6-8.3** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

**Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)**

**Students will understand that...**

- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.
- Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
- Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.

**Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)**

- How does effective and appropriate movement affect wellness?
- Why do I have to understand concepts of movement when I can already perform the movement?
- To what extent does strategy influence performance in competitive games and activities?

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed:**

<i>Check all that apply.</i>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>	
<b>21<sup>st</sup> Century Themes</b>		<b>21<sup>st</sup> Century Skills</b>	
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Critical Thinking & Problem Solving
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Global Awareness	E	Collaboration, Teamwork and Leadership
<input type="checkbox"/>	Environmental Literacy	E	Cross-Cultural and Interpersonal Communication
T	Health Literacy	T	Communication and Media Fluency
			Accountability, Productivity and Ethics

**In this unit plan, the following Career Ready Practices are addressed:**

*Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.*

<input type="checkbox"/>	E	CRP1. Act as a responsible and contributing citizen and employee
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	CRP2. Apply appropriate academic and technical skills
	CRP3. Attend to personal health and financial well-being
E	CRP4. Communicate clearly and effectively with reason
	CRP5. Consider the environmental, social and economic impacts of decisions
E	CRP6. Demonstrate creativity and innovation
	CRP7. Employ valid and reliable research strategies
E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	CRP9. Model integrity, ethical leadership and effective management
	CRP10. Plan education and career paths aligned to personal goals
	CRP11. Use technology to enhance productivity
T	CRP12. Work productively in teams while using cultural global competence

**Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)**

***Students will know...***

- All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
- Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
- Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction. Cultural

***Students will be able to (do)...***

- 9<sup>th</sup>: Demonstrate and apply movement skills (overhead striking, change of direction) from one game, sport, dance, or recreational activity to another.
- 10<sup>th</sup>/optional: Assess and apply tactical physical and mental strategies to evaluate and improve performance in individual activities.
- 11<sup>th</sup>: Analyze the role, responsibilities, preparation and motivation of players/participants /officials and recommend and employ strategies to enhance individual effectiveness.
- 12<sup>th</sup>: Students will identify and explain the influence of globalization

practices regarding physical activity, sports, and games reflect a microcosm of society.	and technology, develop rule changes to existing individual activities and predict its future impact on participation and viewership.
<b>Assessment Evidence:</b>	
<p><b>Performance Tasks:</b> (Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)</p> <p>Visual Observation Participation Presentation</p>	<p><b>Other Assessment Measures:</b> (Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?) <b>***Attach all Benchmarks</b></p> <p>Skill Rubrics Written Rubrics on identified activities</p>
<b>Teaching and Learning Actions:</b> (What learning experiences and instruction will enable students to achieve the desired results?)	
Instructional Strategies and Activities	<p><b>Consider how will the design will:</b></p> <p><b>W</b> = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p><b>H</b>= Hook all students and Hold their interest?</p> <p><b>E</b>= Equip students, help the Experience the key ideas and Explore the issue?</p> <p><b>R</b>=Provide opportunities to Rethink and Revise their understandings and work?</p> <p><b>E</b>=Allow students to Evaluate their work and its implications?</p> <p><b>T</b>=be Tailored (personalized to the different needs, interests and abilities of learners?)</p> <p><b>O</b>=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
9 <sup>th</sup> Grade:	<p><b>Activity:</b> This assessment will be completed by students after the completion of a unit involving an individual racquet activity. Teachers will observe students playing tennis for the appropriate application of specific movement skills. Students will demonstrate understanding and the transfer of movement and activity specific skills.</p> <p>Students will answer the following reflection questions.</p> <p>Reflection Questions</p> <ol style="list-style-type: none"> <li>1. Identify 3 skills or movement concepts that you employed during this unit and describe an additional activity that these skills could be transferred to successfully. Explain how you would apply these skills to this activity.</li> <li>2. Describe one of the 3 skills you identified and explain the mechanics of the movement and how they transfer into an additional activity. For example, the mechanics of the overhead serve in tennis is similar to the smash in</li> </ol>

	<p>badminton.</p> <p>3. Evaluate the importance of the ability to move during individual activities (change direction, transfer of body weight) and relate this to a physical activity you currently participate in.</p>
<i>10<sup>th</sup> Grade/optional:</i>	<p><b>Activity:</b> Students will be placed in groups of four and apply and assess tactical physical and mental strategies to evaluate and improve performance in individual racquet activities. Two members of the group will serve as participants while the other two members will assess and evaluate their physical and mental strategies. The groups will switch roles after a ten to twelve minute match. The members who are assessing and evaluating the match will record their findings on the appropriate evaluation chart. Students will review the evaluation of their match to work to improve their physical and mental strategies before their next match. After completing the chart, students will complete the reflection activity.</p>
<i>11<sup>th</sup> Grade:</i>	<p><b>Activity:</b> Students will be placed in groups of 4 and provide an analysis of the roles, responsibilities, preparation and motivation involved in participating in an individual racquet activity. Two members of the group will be involved as participants, one will serve as the official and the last member will video tape the match which will be used for the group's analysis. Each match should be completed in 5 to 8 minutes. Students will review the video and complete a self and peer analysis chart. Each student will rotate through each role in the group following the analysis of the matches completion of the chart, reflection questions will be completed.</p>
<i>12<sup>th</sup> Grade:</i>	<p><b>Activity:</b> Students will choose a physical activity of personal interest and produce a formal presentation (i.e. multimedia, physical demonstration, written report, etc). All presentations must include the following criteria:</p> <ul style="list-style-type: none"> <li>• Brief history of physical activity.</li> <li>• How did you become involved in participating in this activity? How often do you engage in this activity on a weekly basis?</li> <li>• What are the health-related benefits that one can gain from participating in this activity?</li> <li>• What role does technology play in the evolution (rule changes) of this activity as it stands today, and how will advancements impact future participation/viewership?</li> </ul> <p><b>Example: Running</b></p> <p>Pedometers</p> <ul style="list-style-type: none"> <li>• Nike + Chips</li> <li>• Mobile Aps/GPS Tracker</li> <li>• Distances</li> </ul>
Resources	

9<sup>th</sup> Grade activity and rubric: <http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe9u4.pdf>  
 10<sup>th</sup> grade activity and rubric: <http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe10u4.pdf>  
 11<sup>th</sup> grade activity and rubric: <http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe11u4.pdf>  
 12<sup>th</sup> Grade activity and rubric: <http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe12u4.pdf>

Suggested Time Frame:	10 weeks (50 days)
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D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

<b>Content Area:</b>	<b>Physical Education</b>	<b>Grade(s) 9, 11, 12</b>
<b>Unit Plan Title:</b>	<b>Unit 5: Team Activities</b>	
<b>Overview/Rationale</b>		
<p>All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle. Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.</p>		
<b>Standard(s)/Strands</b>		
<p><b>STANDARD 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</b></p> <p><b>A. Movement Skills and Concepts.</b> Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.</p> <p><b>B. Strategy.</b> Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.</p> <p><b>C. Sportsmanship, Rules, and Safety.</b> Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction. Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.</p>		

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

- A. Fitness and Physical Activity.** Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

**Cumulative Progress Indicator(s) and Number(s) (Established Goals)**

- 2.5.12.A.1** Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).
- 2.5.12.B.1** Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.
- 2.5.12.B.2** Apply a variety of mental strategies to improve performance.
- 2.5.12.B.3** Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual effectiveness.
- 2.5.12.C.1** Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.
- 2.5.12.C.2** Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.
- 2.6.12.A.5 \*** Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance.

**Technology Standard(s)**

- 8.1.5.D.4** Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
- 8.1.8.D.1** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
- 8.1.8.D.2** Demonstrate the application of appropriate citations to digital content.
- 8.1.8.D.3** Demonstrate an understanding of fair use and Creative Commons to intellectual property. Exhibit leadership for digital citizenship.
- 8.1.8.D.4** Assess the credibility and accuracy of digital content.
- 8.1.8.D.5** Understand appropriate uses for social media and the negative consequences of misuse.

**Interdisciplinary Standard(s)**

- RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RST.6-8.3** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

**Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)**

***Students will understand that...***

- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.
- Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
- Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.

**Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)**

- How does effective and appropriate movement affect wellness?
- Why do I have to understand concepts of movement when I can already perform the movement?
- To what extent does strategy influence performance in competitive games and activities?

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed:**

<i>Check all that apply.</i>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>	
<b>21<sup>st</sup> Century Themes</b>		<b>21<sup>st</sup> Century Skills</b>	
E	Global Awareness	T	Critical Thinking & Problem Solving
E	Environmental Literacy	T	Creativity and Innovation
A	Health Literacy	T	Collaboration, Teamwork and Leadership
	Civic Literacy	E	Cross-Cultural and Interpersonal Communication
	Financial, Economic, Business and Entrepreneurial Literacy	E	Communication and Media Fluency
			Accountability, Productivity and Ethics

**In this unit plan, the following Career Ready Practices are addressed:**

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

T	CRP1. Act as a responsible and contributing citizen and employee
T	CRP2. Apply appropriate academic and technical skills
E	CRP3. Attend to personal health and financial well-being
T	CRP4. Communicate clearly and effectively with reason
E	CRP5. Consider the environmental, social and economic impacts of decisions
E	CRP6. Demonstrate creativity and innovation
	CRP7. Employ valid and reliable research strategies
E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	CRP9. Model integrity, ethical leadership and effective management
	CRP10. Plan education and career paths aligned to personal goals
	CRP11. Use technology to enhance productivity
T	CRP12. Work productively in teams while using cultural global competence

**Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)**

***Students will know....***

- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
- Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
- Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction. Cultural

***Students will be able to (do)...***

- 9<sup>th</sup>:** Students will identify and demonstrate appropriate and effective offensive, defensive, and cooperative strategies that can be utilized during team activities.
- 10<sup>th</sup>/optional:** Students will apply and assess tactical physical and mental strategies to evaluate and improve performance in team activities.
- 11<sup>th</sup>:** Students will analyze the role, responsibilities, preparation and motivation of players/participants/ officials and recommend strategies to enhance team effectiveness.

<p>practices regarding physical activity, sports, and games reflect a microcosm of society.</p> <ul style="list-style-type: none"> <li>Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.</li> </ul>	<p><b>12<sup>th</sup>:</b> Identify and explain the influence of globalization and technology on team activities, develop rule changes to existing team activities and predict their impact on future participation and viewership.</p> <p><b>12<sup>th</sup>:</b> Identify performance enhancing substances (anabolic steroids, HGH, ergogenic aids) and debate their use (pros/cons they have on performance as well as consequences on one’s health and wellness).</p>
<p><b>Assessment Evidence:</b></p>	
<p><b>Performance Tasks:</b> <i>(Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)</i></p> <p>Visual Observation Participation Presentation</p>	<p><b>Other Assessment Measures:</b> <i>(Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?)</i> <b>***Attach all Benchmarks</b></p> <p>Skill Rubrics Written Rubrics on identified activities</p>
<p><b>Teaching and Learning Actions:</b> <i>(What learning experiences and instruction will enable students to achieve the desired results?)</i></p>	
<p><i>Instructional Strategies and Activities</i> W,H,T,O</p>	<p><b>Consider how will the design will:</b></p> <p><b>W</b> = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p><b>H</b>= Hook all students and Hold their interest?</p> <p><b>E</b>= Equip students, help the Experience the key ideas and Explore the issue?</p> <p><b>R</b>=Provide opportunities to Rethink and Revise their understandings and work?</p> <p><b>E</b>=Allow students to Evaluate their work and its implications?</p> <p><b>T</b>=be Tailored (personalized to the different needs, interests and abilities of learners?)</p> <p><b>O</b>=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
<p><i>9<sup>th</sup> Grade:</i></p>	<p><b>Activity:</b> Students will grouped in teams to play games of Ultimate Frisbee. After each game, the students will be asked to reflect on their play (offensive, defensive, and cooperative strategies) using the reflection charts provided. Students will also use the reflections to improve their play in future games.</p>

	<p>After reflecting on both team strengths and weaknesses research a strategy that could help with team effectiveness. Students will then attempt to implement these strategies in game play.</p> <p><b>Examples:</b></p> <p>Offense:</p> <ol style="list-style-type: none"> <li>1. Stack offensive</li> <li>2. Wildcat</li> <li>3. Split stack or spread</li> </ol> <p>Defense:</p> <ol style="list-style-type: none"> <li>1. Force</li> <li>2. Umbrella zone</li> <li>3. Electric slide or wedge defense.</li> </ol> <p><a href="http://www.usultimate.org/index.html">http://www.usultimate.org/index.html</a></p>
<p>10<sup>th</sup> Grade/optional:</p>	<p><b>Activity:</b> Students will be instructed in a team handball unit. Students will be asked to demonstrate tactical physical and mental strategies through game play. Teachers will observe student play for tactical physical and mental strategies (offensive/defensive schemes). During breaks in each team’s game play students will complete the team assessment of their own team’s play. Students will review their communication skills, tactical physical and mental strategies and use the suggestions or corrections during their next game. Students will then be assigned to watch a short video clip of an Olympic level handball game. Students will compare their team’s self- assessment to their review of the Olympic level game.</p> <p><a href="http://www.hand-ball.org/en/videos/">http://www.hand-ball.org/en/videos/</a></p>
<p>11<sup>th</sup> Grade:</p>	<p><b>Activity:</b> Scaffolding on the 10<sup>th</sup> grade Team Handball unit, 11<sup>th</sup> grade students will delve deeper into the roles, responsibilities, preparation, and motivation of players, participants, and officials involved in a team handball game. Students will be required to develop a practice plan for an upcoming team handball game. The plan will need to include the roles and responsibilities of each player/participant on the team, the preparation of offensive and defensive plays and sets, as well as how to motivate the team to improve their effectiveness.</p>
<p>12<sup>th</sup> Grade:</p>	<p><b>Activity:</b> Students will complete a project based learning assignment (PBL). Students will choose a team sport or activity from a list provided by their teacher. Students will be asked to discuss the globalization and the technological impacts on team activities, develop a rule change to an existing rule, as well as predict the impact it may have on future participation and viewership.</p> <p><b>PBL example:</b></p> <p>Soccer</p>

	<p>Students will develop a power point explaining the global influence of the World Cup and how it is being broadcast worldwide. The project speaks to the global television and internet coverage and the technology that enhances the way the spectator may view and understand the game.</p> <p>The student proposes that instant replay could be used to review controversial goals or off sides calls without slowing down play or changing the structural foundations of the original rules of soccer. The technological impacts of the replay system would also be explored during the power point presentation.</p> <p>Activity 2: Students will be broken up into groups of four. The teacher will assign the group the stance of either pro performance enhancing drugs or con performance enhancing drugs. Each group will then need to provide a research based platform to debate the opposing side. Students will choose the substance they will debate from a teacher developed list.</p>
Resources	
<p>9<sup>th</sup> Grade activity and rubric: <a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe9u5.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe9u5.pdf</a></p> <p>10<sup>th</sup> grade activity and rubric: <a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe10u5.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe10u5.pdf</a></p> <p>11<sup>th</sup> grade activity and rubric: <a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe11u5.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe11u5.pdf</a></p> <p>12<sup>th</sup> grade activity and rubric: <a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe12u5.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe12u5.pdf</a></p>	
Suggested Time Frame:	10 weeks (50 days)

*D* – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

<b>Content Area:</b>	<b>Health</b>	<b>Grade(s)10</b>
<b>Unit Plan Title:</b>	<b>Unit 1: Wellness</b>	
<b>Overview/Rationale</b>		
<p>Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle. The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions. Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.</p>		
<b>Standard(s)/Strands</b>		
<p><b>STANDARD 2.1 Wellness: All students will acquire health promotion concepts and skills to support healthy, active lifestyles.</b></p> <p><b>STRAND A: Personal Growth and Development.</b> Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.</p> <p><b>STRAND B: Nutrition.</b> Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.</p> <p><b>STRAND C: Diseases and Health Conditions.</b> Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.</p> <p><b>STANDARD 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b></p> <p><b>STRAND B: Decision Making and Goal Setting.</b> Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.</p>		

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

**STRAND A: Fitness and Physical Activity.** Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

**Cumulative Progress Indicator(s) and Number(s) (Established Goals)**

- 2.1.12.A.1** Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness. (Activity 3)
- 2.1.12.A.2** Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness. (Activity 4)
- 2.1.12.B.3** Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one’s health (Activity 2)
- 2.1.12.C.1** Predict diseases and health conditions that may occur during one’s lifespan and speculate on potential prevention and treatment strategies. (Activity 3)
- 2.1.12.C.2** Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions. (Activity 4)
- 2.2.12.B.1** Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others. (Activity 1, 3)
- 2.2.12.B.2** Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers. (Activity 1, 3)
- 2.6.12.A.1** Compare the short- and long-term impact on wellness associated with physical inactivity. (Activity 1)
- 2.6.12.A.4** Compare and contrast the impact of health-related fitness components as a measure of fitness and health. (Activity 2)

**Technology Standard(s)**

- 8.1.8.A.1** Demonstrate knowledge of a real world problem using digital tools.
- 8.1.P.A.1** Use an input device to select an item and navigate the screen

**Interdisciplinary Standard(s)**

***English Language Arts***

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)**

***Students will understand that...***

- Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.
- Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.
- There are many short and long term health benefits and risks associated with nutritional choices.
- Decision-making can be affected by a variety of influences that may not be in a person's best interest.
- Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.
- Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.

**Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)**

- What are the consequences (especially unforeseen) of our choices in terms of wellness?
- To what extent can we keep ourselves disease free?
- Why might educated people make poor health decisions?
- How do I overcome negative influences when making decisions about my personal health?
- How do personal health choices impact our own health as well as the health of others?
- How can a personal commitment to wellness influence the health of others?
- What is the minimum amount of exercise I can do to stay physically fit?

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed:**

<i>Check all that apply.</i>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>	
<b>21<sup>st</sup> Century Themes</b>		<b>21<sup>st</sup> Century Skills</b>	
<input type="checkbox"/>	<b>Global Awareness</b>	<input type="checkbox"/> <b>ETA</b>	<b>Critical Thinking &amp; Problem Solving</b>
<input type="checkbox"/>	<b>Environmental Literacy</b>	<input type="checkbox"/> <b>ET</b>	<b>Creativity and Innovation</b>

T	Health Literacy
	Civic Literacy
	Financial, Economic, Business and Entrepreneurial Literacy

ET	Collaboration, Teamwork and Leadership
E	Cross-Cultural and Interpersonal Communication
T	Communication and Media Fluency
E	Accountability, Productivity and Ethics

**In this unit plan, the following Career Ready Practices are addressed:**

*Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.*

E	CRP1. Act as a responsible and contributing citizen and employee
T	CRP2. Apply appropriate academic and technical skills
ET	CRP3. Attend to personal health and financial well-being
E	CRP4. Communicate clearly and effectively with reason
T	CRP5. Consider the environmental, social and economic impacts of decisions
T	CRP6. Demonstrate creativity and innovation
	CRP7. Employ valid and reliable research strategies
T	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
T	CRP9. Model integrity, ethical leadership and effective management
	CRP10. Plan education and career paths aligned to personal goals
T	CRP11. Use technology to enhance productivity
TA	CRP12. Work productively in teams while using cultural global competence

**Student Learning Goals/Objectives:** (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

**Students will know....**

- Developing and maintaining wellness requires ongoing evaluation

**Students will be able to (do)...**

**Activity 1:**

- Illustrate short and long-term examples, as well as consequences, of

of factors impacting health and modifying lifestyle behaviors accordingly.

- Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.
- Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.
- Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.
- Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

both healthy and unhealthy decision making on friends, family and others.

- Investigate current dietary trends, eating habits and activity levels of young people throughout the world and how they impact weight management.
- Compare and contrast the short- term versus long- term effects of people who are physically active versus people who are physically inactive and the implications on their personal wellness.

**Activity 2:**

- Analyze how each nutrient class (fats, carbohydrates, protein, minerals, water, vitamins) affects one's health.
- Determine how the health-related fitness components may be used to measure one's health and fitness levels.

**Activity 3:**

- Determine the impact of individual and family needs and how one could overcome these barriers to develop a personal wellness plan.
- Examine behaviors during one's lifespan that can either prevent or contribute to one's risk of disease or other health conditions and investigate potential strategies for prevention and treatment
- Identify how personal responsibility may impact strategies developed to promote personal, family, and global wellness.

**Activity 4:**

- Compare and contrast strategies that local, state, national, and international agencies use to prevent and control diseases and health conditions and suggest additional strategies.
- Evaluate the social and ethical impact that technology and current medical advances have on personal wellness.

**Assessment Evidence:**

**Performance Tasks:** *(Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)*

**Other Assessment Measures:** *(Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self- assess their learning?) \*\*\*Attach all*

<p>Participation Presentations Activities</p>	<p><b>Benchmarks</b> Skill Rubrics Written Rubrics on identified activities Quizzes Tests Assignments Projects</p>
<p><i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i></p>	
<p><i>Instructional Strategies and Activities</i></p>	<p><b>Consider how will the design will:</b>  <b>W</b> = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?  <b>H</b>= Hook all students and Hold their interest?  <b>E</b>= Equip students, help the Experience the key ideas and Explore the issue?  <b>R</b>=Provide opportunities to Rethink and Revise their understandings and work?  <b>E</b>=Allow students to Evaluate their work and its implications?  <b>T</b>=be Tailored (personalized to the different needs, interests and abilities of learners)?  <b>O</b>=be Organized to maximize initial and sustained engagement as well as effective learning?</p> <p><b>Students will complete at least 1 activity from the 4 activity groups below.</b></p>
<p><i>Activity Group 1:</i></p>	<p><b>Activity 1a:</b>  Students will research and share examples of how decision making leads to a variety of both positive and negative consequences.</p> <ol style="list-style-type: none"> <li>1. Begin by understanding the impact of decision making in the United States. <ul style="list-style-type: none"> <li>● Research and Share the CDC page on <u>Chronic Diseases</u> and determine which ones are affected by the decisions we make.</li> <li>● Research and Share the page for <u>Morbidity and Mortality</u> and determine which ones are affected by the decisions we make.</li> <li>● Research and Share the CDC page for <u>Five Leading Causes of Death for 20-24 year olds</u>.</li> </ul> </li> <li>2. Find an example of how a choice (Decision) led to a consequence <ul style="list-style-type: none"> <li>● Provide an example a choice (Decision)</li> <li>● Detail the consequences of the choice (Decision)</li> <li>● Explain how modifying that choice might have altered the outcome.</li> </ul> </li> <li>3. Identify several choices (Decisions) that you or someone you know make, which can have consequences for you, your</li> </ol>

friends, and/or your family.

- Create a list of choices (Decisions)
- For each choice (Decision) list the possible consequences.
- How can you alter your behavior to achieve the benefits of a healthy lifestyle?

**Activity 1b:**

Students will develop recommendations for dietary intake and exercise.

Presentations based on following guidelines:

1. Begin by understanding the impact of eating habits in the United States.
2. Choose a country to research.
3. Describe dietary trends for adolescents in the country of your choice.
  - How many calories are consumed daily?
  - What are the percentages of intake by food group?
4. Describe eating habits for adolescents in the country of your choice.
  - For each meal of the day (Breakfast, Lunch and Dinner) describe a representative (typical) menu.
  - Enter each of the above meals into Break out the food groups found in each of the 'typical' meals.
  - How do eating habits affect health throughout ones' life?
5. Describe exercise trends for adolescents in the country of your choice.
  - What are typical activities of daily living?
  - What types of exercise are typical for adolescents?
  - What are the trends regarding physical activity for adolescents?
6. Work with a student who chose a country on a different continent and compare your findings.
  - Determine similarities and differences in eating habits.
  - Determine similarities and differences in exercise.
  - Speculate on the relationship between eating habits, exercise and wellness.
7. Based on your research and collaboration make suggestions for altering your eating habits that would improve your wellness.
  - Based upon your findings what dietary or exercises should you make to improve your wellness?
  - Describe whether or not you intend to make these changes and what difficulties you may encounter in making these changes.
8. You have been asked to share your research in an interview on a local news station. They would like you to share your findings with their viewers.
  - Make 3 suggestions for exercise that improves wellness in the general populations (viewers).
  - Make 3 suggestions for eating habits that improves wellness in the general populations (viewers).
  - Identify 3 exercise and eating habits that have a negative impact on wellness in the general populations (viewers).

	<p><b>Activity 1c:</b> Students research and list the long/short-term benefits effects of physical activity v. physical inactivity. Presentations based on following guidelines:</p> <ol style="list-style-type: none"> <li>Determine the facts. <ul style="list-style-type: none"> <li>Research <ul style="list-style-type: none"> <li>o <a href="#">CDC - Physical Activity</a></li> <li>o <a href="#">CDC - Adolescent Physical Activity</a></li> </ul> </li> </ul> </li> <li>Using a comparison chart, list the effects by short or long term and physical activity or inactivity.</li> <li>What implications do your findings have for your health? Based on your findings make suggestions for activities that improve wellness.</li> </ol>
<p><i>Activity Group 2:</i></p>	<p><b>Activity:</b> Using <a href="http://www.choosemyplate.gov/">http://www.choosemyplate.gov/</a> students will:</p> <ol style="list-style-type: none"> <li>Enter height, weight, age, and gender to calculate BMI</li> <li>Enter physical activities and dietary intake for a period of time.</li> <li>Analyze fitness and nutritional results to determine wellness.</li> <li>Determine how the health –related components of fitness may be used to measure one’s health and fitness levels which should be a contributing factor in the development of a personal wellness plan.</li> <li>Develop a personal wellness plan (My Journal).</li> </ol>
<p><i>Activity Group 3:</i></p>	<p><b>Activity 3a:</b></p> <ol style="list-style-type: none"> <li>Students will create a graphical representation of the influences in their lives, the more influential or impactful the larger the circle.</li> <li>Once complete, students will self-identify areas of strength and areas for improvement based on their components of wellness graphical organizer.</li> <li>Students will choose an area of weakness that they want to improve and implement a SMART Goal plan to effect the change.</li> <li>Students will predict obstacles and develop solutions for implementing their personal wellness plan.</li> </ol> <p><b>Activity 3b:</b> Activity: Students will work in pairs to develop a presentation based on a country of their choice and one chronic disease listed from the following outline. They will develop recommendations for personal behaviors that reduce the risk of chronic disease, mortality, and morbidity. Each group will also identify how personal responsibility may impact strategies to promote wellness. Presentations based on following guidelines:</p> <ol style="list-style-type: none"> <li>To what extent does diet play a role in chronic diseases? <ul style="list-style-type: none"> <li>How does diet influence the global burden of chronic disease?</li> </ul> </li> </ol>

- What are the nutrition problems in the developing world?
2. How are diets changing?
    - How many (kilo) calories are consumed every day?
    - How much fat is consumed?
    - How much animal products are consumed?
    - How much fish is consumed?
    - How much fruit and vegetables are consumed?
    - What future changes in food consumption are expected?
    - Conclusions on food consumption.
  3. How are chronic diseases linked to diet and nutrition?
    - How does diet affect health at different stages of life?
    - What are the combined effects of different risk factors over time?
    - How can genes and food interact?
    - How can chronic disease be tackled throughout life?
  4. Are certain dietary intakes recommended to prevent chronic diseases?
    - What are "population nutrient intake goals"?
    - What nutrient intakes are generally recommended for a balanced diet?
    - What level of physical activity is recommended for good health?
  5. Excess weight gain and obesity
    - Is obesity a growing problem?
    - How can diet and physical activity affect obesity?
    - What factors are known to affect obesity?
    - How could obesity be prevented?
  6. Diabetes
    - Is diabetes a growing problem?
    - How can diet and physical activity affect diabetes?
    - What factors are known to affect diabetes?
    - How could diabetes be prevented?
  7. Cardiovascular diseases
    - Are cardiovascular diseases a growing problem?
    - How can diet and physical activity affect cardiovascular diseases?
    - What nutrients are known to affect cardiovascular diseases?
    - What food items are known to affect cardiovascular diseases?
    - How could cardiovascular diseases be prevented?
  8. Cancer

	<ul style="list-style-type: none"> <li>● Is cancer a growing problem?</li> <li>● How can diet and physical activity affect the occurrence of cancer?</li> <li>● What cancers are predominant in developing countries?</li> <li>● What cancers are predominant in developed countries?</li> <li>● How could cancer be prevented?</li> </ul> <p>9. Dental diseases</p> <ul style="list-style-type: none"> <li>● Are dental diseases a growing problem?</li> <li>● How can diet affect dental diseases?</li> <li>● Dietary sugars and dental issues.</li> <li>● Dietary factors which protect against dental issues.</li> <li>● How could dental diseases be prevented?</li> </ul> <p>10. Osteoporosis</p> <ul style="list-style-type: none"> <li>● Is osteoporosis a growing problem?</li> <li>● How can diet and physical activity and other factors affect osteoporosis?</li> <li>● How could osteoporosis be prevented?</li> </ul>
<p><i>Activity Group 4:</i></p>	<p><b>Activity 4a:</b></p> <ol style="list-style-type: none"> <li>1. Students will pick a disease or health condition (Malaria, diabetes, HIV/AIDS, asthma).</li> <li>2. Students will research strategies that organizations at the International, National, State, and County level use to prevent and to control disease. <ul style="list-style-type: none"> <li>● <u>World Health Organization</u></li> <li>● Centers for Disease Control (<u>or equivalent in other countries</u>)</li> <li>● <u>NJ Department of Health</u></li> <li>● Local Departments of Health</li> </ul> </li> <li>3. Students will complete a table, which... <ul style="list-style-type: none"> <li>● Lists 4 strategies that agencies use.</li> <li>● Identify the similarities between strategies.</li> <li>● Identify the difference between strategies.</li> <li>● Make suggestions for additional strategies.</li> </ul> </li> </ol> <p><b>Activity 4b:</b></p> <p>Activity:</p> <p>Students will develop a videotaped Public Service Announcement (PSA) for existing medical technology which has enhanced personal wellness.</p> <ol style="list-style-type: none"> <li>1. Students will incorporate social impact of technology.</li> </ol>

	<p>2. Students will evaluate the ethical impact of technology.</p> <p>3. Students will describe the type of technology used and the medical advances it has provided.</p> <p>4. Students will describe the medical benefits provided by the “product”.</p>
<b>Resources</b>	
<p>Activity 1: <a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h9u1.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h9u1.pdf</a></p> <p>Activity 2: <a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h10u1.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h10u1.pdf</a></p> <p>Activity 3: <a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h11u1.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h11u1.pdf</a></p> <p>Activity 4: <a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h12u1.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h12u1.pdf</a></p>	
<b>Suggested Time Frame:</b>	5 weeks (25 days)

*D* – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

<b>Content Area:</b>	<b>Health</b>	<b>Grade(s)10</b>
<b>Unit Plan Title:</b>	<b>Unit 2: Alcohol, Tobacco, and Other Drugs</b>	
<b>Overview/Rationale</b>		
<p>All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle. Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others. All students will use health-enhancing personal, interpersonal and life skills to support a healthy, active lifestyle. The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.</p>		
<b>Standard(s)/Strands</b>		
<p><b>STANDARD 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</b></p> <p><b>STRAND A. Medicines.</b> Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.</p> <p><b>STRAND B. Alcohol, Tobacco, and Other Drugs.</b> There are immediate and long-term consequences of risky behavior associated with substance abuse.</p> <p><b>STRAND C. Dependency/Addiction and Treatment.</b> The ability to interrupt a drug dependency/addiction typically requires outside</p>		

intervention, a strong personal commitment, treatment, and the support of family, friends, and others

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

**STRAND B. Decision Making and Goal Setting.** Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.

**Cumulative Progress Indicator(s) and Number(s) (Established Goals)**

- 2.3.12.A.1 Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.
- 2.3.12.A.2 Summarize the criteria for evaluating the effectiveness of a medicine.
- 2.3.12.A.3 Relate personal abuse of prescription and over-the-counter medicines to wellness.
- 2.3.12.B.1 Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.
- 2.3.12.B.2 Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.
- 2.3.12.B.3 Correlate increased alcohol use with challenges that may occur at various life stages.
- 2.3.12.B.4 Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.
- 2.3.12.B.5 Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.
- 2.3.12.C.1 Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.
- 2.3.12.C.2 Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free
- 2.3.12.C.3 Predict the societal impact of substance abuse on the individual, family, and community.

**Technology Standard(s)**

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.1 Use an input device to select an item and navigate the screen

**Interdisciplinary Standard(s)**

**English Language Arts**

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)**

**Students will understand that...**

- Decision-making can be affected by a variety of influences that may not be in a person’s best interest.
- Medicines must be used correctly in order to be safe and have the maximum benefit.
- Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.
- There are common indicators, stages and influencing factors of chemical dependency.

**Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)**

- Why might educated people make poor health decisions?
- How do I overcome negative influences when making decisions about my personal health?
- How do I determine whether or not a medication will be effective?
- Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?
- How do I make the “right” decisions in the face of peer, media and other pressures?

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed:**

<i>Check all that apply.</i>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>	
<b>21<sup>st</sup> Century Themes</b>		<b>21<sup>st</sup> Century Skills</b>	
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/> ETA	Critical Thinking & Problem Solving
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> ET	Creativity and Innovation
<input checked="" type="checkbox"/> T	Health Literacy	<input type="checkbox"/> ET	Collaboration, Teamwork and Leadership
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/> E	Cross-Cultural and Interpersonal Communication
<input type="checkbox"/>	Financial, Economic, Business and Entrepreneurial Literacy	<input type="checkbox"/> T	Communication and Media Fluency
		<input type="checkbox"/> E	Accountability, Productivity and Ethics

**In this unit plan, the following Career Ready Practices are addressed:**

*Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.*

E	CRP1. Act as a responsible and contributing citizen and employee
T	CRP2. Apply appropriate academic and technical skills
ET	CRP3. Attend to personal health and financial well-being
E	CRP4. Communicate clearly and effectively with reason
T	CRP5. Consider the environmental, social and economic impacts of decisions
T	CRP6. Demonstrate creativity and innovation
	CRP7. Employ valid and reliable research strategies
	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	CRP9. Model integrity, ethical leadership and effective management
	CRP10. Plan education and career paths aligned to personal goals
ET	CRP11. Use technology to enhance productivity
E	CRP12. Work productively in teams while using cultural global competence

**Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)**

***Students will know...***

- Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.
- There are immediate and long-term consequences of risky behavior associated with substance abuse.
- The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal

***Students will be able to (do)...***

***Activity 1:***

- Identify the short- and long-term consequences of making healthy and unhealthy decisions about the use of alcohol, tobacco, and drugs, and how they affect oneself, friends, family and others.
- Compare and contrast the physical and behavioral effects that commonly abused substances have on the body of adolescents.
- Debate the various health, legal and financial consequences of the use, sale and possession of illegal substances.

***Activity 2:***

- Investigate advantages and disadvantages of various supplements (herbal and medicinal) and medications and how their usage affects

<p>commitment, treatment, and the support of family, friends, and others</p> <ul style="list-style-type: none"> <li>Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.</li> </ul>	<p>one's wellness</p> <ul style="list-style-type: none"> <li>Research the effects of alcohol and drug use during various life stages (high school, college, etc.) as it relates to injury, illness, and death.</li> </ul> <p><b>Activity 3:</b></p> <ul style="list-style-type: none"> <li>Research and identify the criteria for evaluating the effectiveness of a medicine that is used properly.</li> <li>Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.</li> <li>Determine the impact that injected drug use has on the occurrence of diseases such as HIV/AIDS and Hepatitis.</li> </ul> <p><b>Activity 4:</b></p> <ul style="list-style-type: none"> <li>Determine how the personal abuse of prescription drugs and over-the-counter medicines could affect personal wellness.</li> <li>Examine the societal impact of drug abuse on the individual, family, and community and the efficacy of various strategies to remain drug free.</li> </ul>
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**Assessment Evidence:**

<p><b>Performance Tasks:</b> <i>(Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)</i></p> <p>Participation Presentations Activities</p>	<p><b>Other Assessment Measures:</b> <i>(Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?)</i> ***<b>Attach all Benchmarks</b></p> <p>Skill Rubrics Written Rubrics on identified activities Quizzes Tests Assignments Projects</p>
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*Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)*

*Instructional Strategies and Activities*

**Consider how will the design will:**

- W** = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?
- H**= Hook all students and Hold their interest?
- E**= Equip students, help the Experience the key ideas and Explore the issue?
- R**=Provide opportunities to Rethink and Revise their understandings and work?
- E**=Allow students to Evaluate their work and its implications?
- T**=be Tailored (personalized to the different needs, interests and abilities of learners)?
- O**=be Organized to maximize initial and sustained engagement as well as effective learning?

**Students will complete at least 1 activity from the 4 activity groups below.**

*Activity Group 1:*

**Activity 1a:** Groups of students will choose a specific ATOD and develop a life story of a person who uses this substance, starting with the initial usage, through abuse. The life story should include decisions that this person could make as life continues, and finally results in a healthy lifestyle. Through research, the students will learn specific information about a drug, discover how the substance affects a person's decision-making abilities, and understand the physical and psychological effects of the drug. The serious and long-lasting effects of drug use is a powerful message that can be taught through this activity.

The teacher should develop a list of drugs that may be abused within the school or community population. Small groups of students can choose topics and research information. Each topic will be presented to the class, covering the information listed above using a television interview technique.

The presentation will be in the form of an interview of the "user". Group members will take the roles of interviewers and the user at various times in the cycle of his/her substance abuse.

Questions that should be answered are:

1. Why did this person begin using?
2. What was life like before substance abuse, and how did it change during the abuse?
3. How did personal goals change due to substance abuse?
4. How was decision-making affected by the drug lifestyle?
5. What were the effects of the substance abuse on the person (physical and psychological)?

**Activity 1b:** Students will review the effects of commonly abused drugs by researching specific information gathered from the NIDA (National Institute on Drug Abuse) website. This research-based website can provide vast information on a multitude of drugs. Students should choose two drugs that appear to be abused in their school or commonly abused by adolescents.

The students will research information about two specific drugs of abuse through the website, including information about

	<p>the physical and behavioral effects of those drugs.  The students will visit the following websites and develop a two minute Public Service Announcement comparing and contrasting the lives of two drug abusing teens, relating the specific effects (physical, behavioral) of each drug. Using the information learned, the students will demonstrate how the physical and behavioral effects of the specific drug can impact the daily life of the adolescent.  <a href="http://www.drugabuse.gov/">http://www.drugabuse.gov/</a>  <a href="http://teens.drugabuse.gov/">http://teens.drugabuse.gov/</a></p> <p><b>Activity 1c:</b> Activity: Small groups of students will research the impact and consequences of substance abuse. Each group (6) will be assigned (or choose) the health, legal or financial topic (pro and con). Examples of some topics for debate would be: are the legal consequences of selling illegal substances up to date or do they need to be changed, by making some illegal substances legal would it benefit the government (state, federal) financially, and does the legalization of some illegal substances contribute to the healthcare of people who have certain illnesses or diseases.  In small groups students will discuss their research and combine talking points to share with the class in a debate format. Rules of debate can be found at <a href="http://www.entsoc.org/student-debate-rules-and-procedures">http://www.entsoc.org/student-debate-rules-and-procedures</a>  Students will do individual research and create a list of talking points to share in a class debate. The pro and con groups will debate in front of the class for health issues, then legal, and then financial consequences.</p>
<p><i>Activity Group 2:</i></p>	<p><b>Activity 2a:</b> In this activity, students will research two herbal and/or medicinal supplements and one medication and create a chart of their effects on the body's wellbeing (physical, psychological).  Students will choose two herbal and/or medicinal supplements and one medication and investigate their effects on the body, including physical and psychological aspects, as well as any effect on activities.  The students will research their chosen supplements and medications, and create a poster to illustrate the specific effects that these supplements have on the body.  Questions that should be answered are as follows.</p> <ol style="list-style-type: none"> <li>1. What is the advertised purpose of this substance?</li> <li>2. Why would a person choose to use this supplement or medication?</li> <li>3. What are the effects of these substances?</li> <li>4. What is the scientific research about these substances?</li> </ol> <p><b>Activity 2b:</b> Activity: Students will research the effects of alcohol and other drugs.  The research should include information on how drug use affects the incidence of injury, illness, and death during various stages of life. Students will use their research to develop an acrostic using the three words "high school", "college", and "adult". The terms in the acrostic should emphasis facts discovered during their research. Students will state their future goals at the top of the acrostic, and then identify how drug use would impact those goals at the various stages of life.  <b>Example: Alcohol</b></p>

	<p>ADULT: This adult wanted to become a parent and a teacher          Alcohol usage caused him not to meet his responsibilities in his job, such as grading and planning at home.          Difficulty controlling his drinking led to breakdowns in several personal relationships.          Unable to succeed at work due to absences and illnesses such as liver damage, depression or respiratory effects---lost his job due to absences.          Leaving a bar under the influence at a BAC of .15% caused him to be in a fatal collision (25 times greater chance of being in a collision at that BAC)          Too many adults (approx. 17 million) reported having an alcohol use disorder.  <a href="http://www.niaaa.nih.gov/alcohol-health/overview-alcohol-consumption/alcohol-facts-and-statistics">http://www.niaaa.nih.gov/alcohol-health/overview-alcohol-consumption/alcohol-facts-and-statistics</a></p>
<p><i>Activity Group 3:</i></p>	<p><b>Activity3a:</b> Groups will break into teams and debate each other’s criteria for choosing an effective medication to treat a disease.</p> <ol style="list-style-type: none"> <li>1. Break class into groups of 4-8.</li> <li>2. Each group of students will choose a chronic or acute disease (asthma, infection, allergies, stroke, diabetes, etc.) that can be treated or cured with medicine.</li> <li>3. Group will research criteria for choosing an effective medication, to be used under proper direction.</li> <li>4. The group will split into two teams. Each team will choose a different effective medication(s) for treatment.</li> <li>5. Each team will use the criteria and knowledge about effectiveness rate and side effects, to defend their team’s choice of this medication(s) for treatment.</li> <li>6. Each team will debate the efficacy of their medication choice by listing the benefits and side-effects as well as their reasoning for their choice.</li> </ol> <p>Sample Debate Rubrics:  <a href="http://www.csun.edu/~ds56723/phil338/hout338rubric.htm">http://www.csun.edu/~ds56723/phil338/hout338rubric.htm</a>  <a href="http://www.niu.edu/facdev/resources/guide/strategies/classroom_debate_rubric.pdf">http://www.niu.edu/facdev/resources/guide/strategies/classroom_debate_rubric.pdf</a>  <a href="http://www.rcampus.com/rubricshowc.cfm?sp=true&amp;code=E42252">http://www.rcampus.com/rubricshowc.cfm?sp=true&amp;code=E42252</a>  <a href="http://www.edu.gov.mb.ca/k12/cur/socstud/frame_found_sr2/g_blms/g-15.pdf">http://www.edu.gov.mb.ca/k12/cur/socstud/frame_found_sr2/g_blms/g-15.pdf</a></p> <p><b>Activity3b:</b> Students will work collaboratively to identify consequences of drug and alcohol use.</p> <ol style="list-style-type: none"> <li>1. Small groups will research data on one of the following issues: date rape, sexual assault, STIs and unintended pregnancy.</li> <li>2. Then the groups will jigsaw with the other groups and correlate how the use of alcohol and other drugs relates to their chosen issue.             <ol style="list-style-type: none"> <li>a. Divide students into 4 (+/-) person jigsaw groups.                 <ol style="list-style-type: none"> <li>b. Assign each student to research one segment:                     <ol style="list-style-type: none"> <li>i. Influence of alcohol and drugs on date rape</li> <li>ii. Influence of alcohol and drugs on sexual assault</li> </ol> </li> </ol> </li> </ol> </li> </ol>

- iii. Influence of alcohol and drugs on STI's
- iv. Influence of alcohol and drugs on unintended pregnancy
- 3. Form temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment. Give students in these expert groups time to both research the topic and to rehearse the presentations they will make to their jigsaw group.
- 4. Bring the students back into their jigsaw groups.
- 5. Ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification.
- 6. Class discussion will link consequences to drug and alcohol use.
- 7. Class discussion will identify trends and strategies for prevention.
- 8. Final assessment would be developed via questions submitted from groups.

**Resources**

- 1. Learn to use the Jigsaw cooperative learning technique: <http://www.jigsaw.org/>

**Activity 3c:**

Create a chart or other visual that illustrates and links the impact that injected drug use has on the occurrence of diseases such as HIV/AIDs and hepatitis. List at least three methods of prevention.

**Steps:**

- 1. With a partner, students will research the impact that injected drug use has on the occurrence of diseases, such as HIV/AIDS and hepatitis.
- 2. Students will use the resources found below to identify statistics and create a chart or other visual in regard to disease transmission related to injected drug use.
- 3. Based upon their research findings, partners will list three strategies that prevent disease transmission.
- 4. Students will present their findings and chart or visual aid while their peers assess the presentation with the rubric found below.

**Resources:**

- <http://www.cdc.gov/hepatitis/Populations/idu.htm>
- <http://www.cdc.gov/hiv/risk/behavior/substanceuse.html>

*Activity Group 4:*

**Activity 4a:** The class will review the seven dimensions of wellness from the previous year and then relate personal wellness to drug abuse. Looking at the seven dimension circles, students will reflect on two impacts on personal wellness that could occur from drug abuse.

**Activity 4b:**

- 1. Students will complete an internet search of various media and government reports about the societal impact of drug

	<p>abuse on individuals, families and community (e.g. <a href="http://www.cdc.gov">www.cdc.gov</a> crime rates, domestic violence, divorce rates, mental health prevalence, hospitalization, and cost to society).</p> <ol style="list-style-type: none"> <li>2. Research strategies that will attempt to prevent people from ever starting to take drugs. Present these strategies as way to keep people drug free.</li> <li>3. Then, students will choose a drug rehabilitation program or facility and investigate strategies that are used there to help abusers remain drug free.</li> <li>4. Students will present (format of presentation is at teacher discretion) their findings and advocate for the strategy (ies) that their research found to be most effective.</li> </ol>
<b>Resources</b>	
<p>Activity 1: <a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h9u2.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h9u2.pdf</a></p> <p>Activity 2: <a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h10u2.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h10u2.pdf</a></p> <p>Activity 3: <a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h11u2.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h11u2.pdf</a></p> <p>Activity 4: <a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h12u2.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h12u2.pdf</a></p>	
<b>Suggested Time Frame:</b>	5 weeks (25 days)

*D* – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

<b>Content Area:</b>	<b>Health Education</b>	<b>Grade(s)10</b>
<b>Unit Plan Title:</b>	<b>Unit 3: Family Life/Sexuality</b>	
<b>Overview/Rationale</b>		
<p>All students will learn the physical, social, and emotional aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living.</p>		
<b>Standard(s)/Strands</b>		
<p><b>STANDARD 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</b></p> <p><b>STRAND A. Relationships.</b> Individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals, and provide emotional security for one another.</p> <p><b>STRAND B. Sexuality.</b> The decision to become sexually active affects one’s physical, social, and emotional health.</p> <p><b>STRAND C. Pregnancy and Parenting.</b> Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one’s life and</p>		

the lives of others.

**Cumulative Progress Indicator(s) and Number(s) (Established Goals)**

**2.4.12.A.1** Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide. (Activity 4)

**2.4.12.A.2** Compare and contrast the current and historical role of life commitments, such as marriage. (Activity 4)

**2.4.12.A.3** Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood. (Activity 2)

**2.4.12.A.4** Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage. (Activity 1)

**2.4.12.A.5** Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent) (Activity 3)

**2.4.12.A.6** Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships. (Activity 2)

**2.4.12.B.1** Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness. (Activity 3)

**2.4.12.B.2** Evaluate information that supports abstinence from sexual activity using reliable research data. (Activity 1)

**2.4.12.B.3** Compare and contrast methods of contraception used by adolescents and factors that may influence their use. (Activity 1)

**2.4.12.B.4** Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures. (Activity 10)

**2.4.12.C.1** Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality. (Activity 2)

**2.4.12.C.2** Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities. (Activity 3)

**2.4.12.C.3** Evaluate the methods and resources available to confirm pregnancy (Activity 4)

**2.4.12.C.4** Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination. (Activity 4)

**2.4.12.C.5** Evaluate parenting strategies used at various stages of child development based on valid sources of information. (Activity 3)

**2.4.12.C.6** Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion, and parenting. (Activity 4)

**2.4.12.C.7** Analyze factors that affect the decision to become a parent (Activity 1)

**Technology Standard(s)**

**8.1.8.A.1** Demonstrate knowledge of a real world problem using digital tools.

**8.1.P.A.1** Use an input device to select an item and navigate the screen

**Interdisciplinary Standard(s)**

***English Language Arts***

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)**

***Students will understand that...***

- Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships.
- Reliable personal and professional resources are available to assist with relationship problems.
- Technological advances continue to provide increased opportunities to develop relationships anytime and anyplace with a worldwide audience.
- External pressures and opportunities that present themselves may influence a person to become sexually active.
- Learning about sexuality and discussing sexual issues is critical for sexual health, but is a sensitive and challenging process.
- There are many additional challenges that confront those who are not heterosexual.
- Raising a child requires physical, economic, emotional, social and intellectual commitment.
- Prenatal care has a direct impact on the delivery and long-term health of the child.

**Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)**

- How do we learn to understand and respect diversity in relationships?
- How do we know when a relationship is not worth saving?
- How do you know when the time is right for you to become sexually active
- Why does the United States have such a high incidence of unintended pregnancies and sexually transmitted infections?
- What determines a person's sexual orientation?
- How do you know when you are ready to have a child?

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed:**

*Check all that apply.*

*Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E,*

21 <sup>st</sup> Century Themes		<i>T, A on the line before the appropriate skill.</i> 21 <sup>st</sup> Century Skills	
	Global Awareness	ETA	Critical Thinking & Problem Solving
	Environmental Literacy	ET	Creativity and Innovation
T	Health Literacy	ET	Collaboration, Teamwork and Leadership
	Civic Literacy	E	Cross-Cultural and Interpersonal Communication
	Financial, Economic, Business and Entrepreneurial Literacy	T	Communication and Media Fluency
		E	Accountability, Productivity and Ethics

**In this unit plan, the following Career Ready Practices are addressed:**

*Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.*

E	CRP1. Act as a responsible and contributing citizen and employee
T	CRP2. Apply appropriate academic and technical skills
ET	CRP3. Attend to personal health and financial well-being
E	CRP4. Communicate clearly and effectively with reason
T	CRP5. Consider the environmental, social and economic impacts of decisions
T	CRP6. Demonstrate creativity and innovation
	CRP7. Employ valid and reliable research strategies
	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	CRP9. Model integrity, ethical leadership and effective management
ET	CRP10. Plan education and career paths aligned to personal goals
E	CRP11. Use technology to enhance productivity
	CRP12. Work productively in teams while using cultural global competence

**Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)**

***Students will know....***

- Individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals, and provide emotional security for one another.
- The decision to become sexually active affects one's physical, social, and emotional health.
- Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.

***Students will be able to (do)...***

***Activity 1:***

- Determine effective prevention and intervention strategies for dating and domestic violence.
- Research and evaluate information that supports abstinence from sexual activity using reliable research data.
- Compare and contrast the factors (risk-reduction, risk elimination) that may influence the choice, use, and effectiveness of contraception
- Explore the factors that affect the decision to become a parent.

***Activity 2:***

- Examine how one's relationships can be influenced by personal independence, past experience, social responsibility and the use of technologies.
- Explore divergent attitudes and beliefs regarding gender identity, sexual orientation, and gender equity across cultures.
- Compare and contrast the embryonic growth and fetal development in single and multiple pregnancies including the occurrence of complications and infant mortality.

***Activity 3:***

- Reflect on and predict how various relationships (family, dating, friendships, marriage) evolve and change over time.
- Identify potential effects of adolescent sex on long term goals, life plans and overall wellness.
- Investigate stages of fetal development and how individual health decisions during pregnancy can impact the growth and development of a child, including complications and disabilities.
- Investigate and evaluate various parenting strategies that can be

used as children develop.

**Activity 4:**

- Examine how different basic human needs are met through a variety of unique family structures, values, rituals, and traditions - including the current and historical role of life commitments, such as marriage
- Investigate various preventative strategies to maintain reproductive sexual health as well as methods and resources to confirm pregnancy
- Examine the impact (physical, social, cultural, emotional, ethical, legal, and religious) of elective pregnancy termination.
- Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion and parenting.

**Assessment Evidence:**

**Performance Tasks:** (Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)

Participation  
Presentations  
Activities

**Other Assessment Measures:** (Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self- assess their learning?) \*\*\***Attach all**

**Benchmarks**

Skill Rubrics  
Written Rubrics on identified activities  
Quizzes  
Tests  
Assignments  
Projects

**Teaching and Learning Actions:** (What learning experiences and instruction will enable students to achieve the desired results?)

Instructional Strategies and Activities

**Consider how will the design will:**

**W** = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?  
**H**= Hook all students and Hold their interest?

	<p>E= Equip students, help the Experience the key ideas and Explore the issue?  R=Provide opportunities to Rethink and Revise their understandings and work?  E=Allow students to Evaluate their work and its implications?  T=be Tailored (personalized to the different needs, interests and abilities of learners)?  O=be Organized to maximize initial and sustained engagement as well as effective learning?</p> <p><b>Students will complete at least 1 activity from the 4 activity groups below.</b></p>
<p><i>Activity Group 1:</i></p>	<p>Students identify the various characteristics of unhealthy relationships and healthy relationships. They will explore prevention and intervention strategies for dating and domestic violence through partner discussion and share their results with the class. To culminate the activity, each student will individually create a bill of rights for dating/relationships which includes strategies for the prevention and intervention of dating and domestic violence.</p> <p><b>Activity 1a:</b> Creation of poster outlining the student’s requirements (bill of rights) for relationships and dating.</p> <p><b>Activity 1b:</b>  Students will brainstorm the different types of birth control. Following the brainstorm students will review a birth control presentation (teacher developed, or a community program presentation). Following along with the presentation students will be able to discuss and create a chart listing the methods of contraception. The chart should compare and contrast the effectiveness of each method of contraception, and the risk factors that may influence the choice and use.</p> <ul style="list-style-type: none"> <li>• Abstinence</li> <li>• Barrier methods</li> <li>• Hormonal methods</li> <li>• Emergency contraception</li> <li>• Intrauterine methods</li> </ul> <p><a href="http://www.nichd.nih.gov/health/topics/contraception/conditioninfo/Pages/types.aspx">http://www.nichd.nih.gov/health/topics/contraception/conditioninfo/Pages/types.aspx</a></p> <p><b>Activity 1c:</b>  On the board, post the following two questions with space between them.  Questions 1: I plan to have a child when _____, because _____.  Question 2: I do not plan to have any children because _____.</p> <p>*If there is a student with a child already, focus on their next child or if they do not plan on having anymore.</p> <p>Using post it notes, have the students post their answers anonymously. Share the answers with the class.</p>

	<p>Have students work in groups and have them look at the factors that may become an issue in their life if there were no stability in that area, example: finances. How do these issues influence an individual decision to become a parent? Have the students list their top 3 on the board. Expand upon these influences.</p> <p>Agree, Neutral, Disagree Activity. Share some statistics about teen parenting (from link below) and have students stand under the sign based on their opinion of the information. (page 7-8 of FLASH Resource)</p> <ul style="list-style-type: none"> <li>• Becoming a parent is the leading cause of dropping out of school among teen girls. (TRUE)</li> <li>• Eight out of 10 teen mothers do not marry the father of their first child. However, these dads are still able to pay enough child support to help the mom and baby get by. (FALSE) (It's true that eight out of 10 teen moms do not marry the father of their first child. However, these fathers usually pay very little child support, often because they are quite poor themselves.)</li> <li>• 64 out of 100 children grow up in poverty when: the mother gave birth as a teen, the parents were unmarried when the child was born, and the mother did not receive a high school diploma or GED. (TRUE) (In fact, only seven out of 100 children grow up in poverty when none of these three things happen. That's a huge difference.)</li> <li>• Sons of teen moms are no more likely to end up in prison than anyone else. (FALSE) (Actually, the sons of teen moms are twice as likely to end up in prison than the sons of moms in their early 20s).</li> <li>• The children of teen mothers are more likely to be born too early and not weigh enough compared to children of older mothers. This raises the chance of infant death and many other medical problems. (TRUE)</li> </ul> <p>Activity Resources:</p> <p>Lesson 8: Deciding When to Become a Parent</p> <p><a href="http://www.kingcounty.gov/healthservices/health/personal/famplan/educators/HighSchool.aspx">http://www.kingcounty.gov/healthservices/health/personal/famplan/educators/HighSchool.aspx</a></p> <p>Have students visit their original posts about parenting. Have them make changes based on the information learned in class. Have them choose one statistic that stuck out to them and have them reflect how it has changed their ideas on teen pregnancy and when it is appropriate to become a parent.</p> <p>Have the students share their statistic with someone outside the classroom and have them report back their reaction to the material.</p>
<p><i>Activity Group 2:</i></p>	<p><b>Activity 2a:</b></p> <ul style="list-style-type: none"> <li>• How someone might's past experiences shape future relationships?</li> <li>• How might being an independent person influence a relationship?</li> <li>• How do people in romantic relationships communicate using digital technologies?</li> <li>• How do people in relationships communicate differently online than they might face-to-face?</li> <li>• Do you think the Internet and cell phones can have a positive impact on people's romantic relationships?</li> <li>• How might a relationship be influenced by someone's social responsibilities?</li> </ul> <p>Part I</p> <p>Have students work in small groups answering the following questions.</p> <ul style="list-style-type: none"> <li>• What are examples of self-disclosure (past experiences)?</li> </ul>

- Can people deepen their relationship by self-disclosing?
- Do you believe being your own person/ independence is important when forming a relationship?

Have the student's share their answers amongst the class.

#### Part II

- Keep students in groups. ASK: Have you heard about sexting? What is it? DEFINE the Key Vocabulary term sexting, building off of students' responses.
- Students will watch the video, Ally's story which describes the consequences of a teen sending a personal text to someone, and that person sends the private information to others. (Note: There are several reasons teens might sext: as a form of flirting; as an expression of sexuality; or simply because they are bored and felt like doing something exciting. Keep these reasons in mind as you lead the discussion with students.)

SHOW students the video "Ally's Story." <https://www.common sense media.org/video/modal/2102081>

ASSIGN one or two of the following questions below to different groups.

- Why did Ally share the nude picture of herself with her ex-boyfriend? (Ally thought they might rekindle their relationship.)
- Why do you think Ally's ex-boyfriend forwarded the picture to others? (He might have wanted to show off to his friends, or humiliate and embarrass Ally.)
- How might Ally have felt after she found out the photo was sent around? (Even though Ally doesn't say so explicitly, she likely felt embarrassed, humiliated, and betrayed.)
- Looking back on the situation, Ally has a different perspective on what happened. What did she later realize?
- (Ally says sexting was "the biggest mistake of my life." She reflects on how – when she was in high school – she thought she and her boyfriend would be together forever. Ally didn't expect the picture to be shared, saying, "The picture getting out never crossed my mind.")

INVITE a representative from each group to share students' responses. Ask students to discuss their different points of view regarding personal texts and how they affect relationships.

#### Part III

- In groups students will also discuss how they believe all of the above factors (personal independence, past experience, social responsibility, and technology) play a role in relationships.
- Students will then create a story and role play it for the class that represents the above factors and how they may influence a personal relationship.

#### **Activity 2b:**

Students will define sexuality and gender roles. After they reach a firm understanding, the students will perform

	<p>a web search to find authentic scenarios based on the topics. You can include the bullying and harassment of various key figures in life that helped revolutionize the human rights movement. Examples may include Matthew Shepard, Tyler Clemente, etc.</p> <p>Use a teacher check list to identify the relevance of the article presented by each student. Using a guided discussion, the students will self- assess their contributions to the discussion and will critique another student in the class (guided discussion rubric). Each student’s discussion of their article should focus on how their subject’s beliefs regarding gender equity across cultures or gender identity/sexual orientation made an impact on others. Students may also discuss how other beliefs regarding the above factors influenced or impacted the subject of the articles life.</p> <p><b>Activity 2c:</b>  Students are responsible for exploring the stages of typical development and how the development of a child changes when it becomes a multi-fetal pregnancy. Students are to create a timeline of development using PowerPoint, Prezi or another media source to outline the information presented. It is important to include at least 3 new developmental skills for each time period assessed and include at least 1 developmental issue when a complication or disability is present. Keep in mind these questions to help guide you during this project.</p> <ul style="list-style-type: none"> <li>• During what stage is it most common for complications or disabilities to occur?</li> <li>• How does it affect a single pregnancy?</li> <li>• How does it affect a multi-fetal pregnancy?</li> </ul> <p>Resources:  <a href="http://www.womenshealth.gov/pregnancy/you-are-pregnant/staying-healthy-safe.html">http://www.womenshealth.gov/pregnancy/you-are-pregnant/staying-healthy-safe.html</a>  <a href="http://school.discoveryeducation.com/teachersguides/pdf/health/ds/fromconception.pdf">http://school.discoveryeducation.com/teachersguides/pdf/health/ds/fromconception.pdf</a></p>
<p><i>Activity Group 3:</i></p>	<p><b>Activity 3c:</b>  Part I  Students will define affection, love, commitment, friendship.</p> <ul style="list-style-type: none"> <li>• What exactly is it?</li> <li>• An attitude?</li> <li>• A phenomenon?</li> <li>• Hard to define – can it be measured?</li> </ul> <p>Using think, pair, share, and the students will compare their definitions as well as discuss how they believe they relate to different relationships and how those feeling may change over time.  Afterward the instructor will compare the class definition to the instructor’s definition.</p> <p>Part II  How do affection, love, commitment and sexual attraction change or have an effect on the various relationships</p>

(family, dating, friendships, marriage)? Do these feelings or behaviors change over time?

Students will stay with their groups to develop a scenario that illustrates how a relationship and feelings may change or evolve over time.

Example of a scenario

Students will reflect back on friendships they had during elementary or middle school. The group will then develop the scenario around how these friendships have either evolved or changed over the years. Students will present and describe these friendships and changes to the class.

**Activity 3b:**

Each student will create a list of their personal long-term goals. All goals will then be categorized in one year, in five years, in ten years and in twenty years. Students will list how adolescent sex could have an effect on those long term goals. Students may then get into groups of three or four to compare their goals and the effects that adolescent sex may have on those goals. They will share their statistics while the other students are considering their effects on their goals.

Example of Reflection Questions

- When planning your goals, did you ever consider the effects of irresponsible behaviors on your life plans?
- What if you contracted an STI, how would that have an effect on your future partners/relationships? How would you disclose that to your partner? To your family?
- If your best friend just found out their life changed because of poor decisions, what would you do to console them as their friend? What advice would you provide? Would you change your lifestyle so your friend doesn't become jealous or feel left out?

Optional activity: Students may view clips from Mtv's 16 and Pregnant® and have the students look at the how teenage pregnancy affected the main character. Students should compare the effects on the main character's goals and life plans to their own list.

Resources:

<http://www.kingcounty.gov/healthservices/health/personal/famplan/educators/HighSchool.aspx>

**Activity 3c:**

Activity: Students are responsible for exploring the stages of typical development and how the development of a child changes when the mother isn't making the proper individual health decisions. Students are to create a timeline of fetal development using PowerPoint, Prezi or another media source to outline the information presented. It is important to include at least 3 new developmental stages for each time period assessed as well as how they could be impacted by the individual health decisions made by the mother. Students will also be required to create a peer assessment for the class to participate in at the completion of their presentation.

Resources:

<http://www.womenshealth.gov/pregnancy/you-are-pregnant/staying-healthy-safe.html>  
<http://school.discoveryeducation.com/teachersguides/pdf/health/ds/fromconception.pdf>

**Activity 3d:**

Various video clips will be shown to the students showing parenting styles. A class discussion can be used to compare and contrast the various strategies that are used by the parents in the clips. At the completion of the activity, students will self-reflect through written assessment, on the clips and strategies discussed, and apply them to how they would parent a child, if they had a child.

Here are a couple examples of clips that can be used.

Everybody Loves Raymond Episode- The Angry Family- Season 6 Episode 1

<https://www.youtube.com/watch?v=Qamxu3pdJf8&list=PL560E6DCED3F630FD>

Modern Family Trailer <https://www.youtube.com/watch?v=O5uuMr1YEyE>

*Activity Group 4:*

**Activity 4a:**

Students will complete a project looking at the different aspects of family life. Students will explore how different human needs are met through different family structures as well as research and explore costs associated with planning a wedding, purchasing a house, purchasing a vehicle and the expenses involved for have a baby during the first year of the baby's life.

Before students begin the second part of the project they will need to brainstorm a list of different basic human needs (love, caring, food, shelter, etc.) and discuss in their project how these can be met in different ways by different unique family structures.

Students will create a power point presentation covering the following topics. Each section will be a part of the whole project.

Give the students a budget amount that they need to stay with when planning these life events. They should print out or complete each budget on a computer, if accessible. (They are all excel files)

- Wedding planning/budget – Attachment 1

*Sheet adopted from* <http://www.vertex42.com/ExcelTemplates/wedding-checklist.html>

- Buying a vehicle budget Sheet- Attachment 2

*Sheet adopted from* <http://www.vertex42.com/Calculators/auto-loan-calculator.html>

- Buying a home budget sheet

*Sheet adopted from* <http://www.vertex42.com/Calculators/mortgage-payment-calculator.html>

*Sheet adopted from* <http://www.vertex42.com/Calculators/home-mortgage-calculator.html>

- Family/children expenses sheet

*Sheet adopted from* <http://www.vertex42.com/ExcelTemplates/family-budget-planner.html>

	<p><b>Activity 4b:</b>  Students will be asked to research the challenges that elective pregnancy termination might bring. Each student should present the physical, social, cultural, emotional, ethical, legal, and religious challenges that people may face. Students will then explore the rights and responsibilities of pregnancy and abortion. They will compare the rights and responsibilities of an adolescent to those of an adult. Each student will be responsible for reviewing the local laws pertaining to minor’s access to prenatal care and abortion services for selected (based on instructors preferences) areas of the United States. Students will then present the information and include a self-reflection of their own thoughts and beliefs on the material they learned from their geographical region.</p> <p><i>Resource:</i>  <a href="http://www.kingcounty.gov/healthservices/health/personal/famplan/educators/HighSchool.aspx">http://www.kingcounty.gov/healthservices/health/personal/famplan/educators/HighSchool.aspx</a></p>
<b>Resources</b>	
<p>Activity 1: <a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h9u3.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h9u3.pdf</a>  Activity 2: <a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h10u3.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h10u3.pdf</a>  Activity 3: <a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h11u3.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h11u3.pdf</a>  Activity 4: <a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h12u3.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h12u3.pdf</a></p>	
<b>Suggested Time Frame:</b>	5 weeks (25 days)

*D* – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

<b>Content Area:</b>	<b>Health Education</b>	<b>Grade(s)10</b>
<b>Unit Plan Title:</b>	<b>Unit 4: Community Health Skills</b>	
<b>Overview/Rationale</b>		
<p>Taking responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active lifestyle. The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.</p>		
<b>Standard(s)/Strands</b>		

**STANDARD 2.1: Wellness. All students will acquire health promotion concepts and skills to support healthy, active lifestyles.**

**STRAND C. Diseases and Health Conditions.** Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.

**STRAND D. Safety.** Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices. Applying first-aid procedures can minimize injury and save lives.

**STRAND E. Social and Emotional skills.** Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict. Stress management skills impact an individual's ability to cope with different types of emotional situations.

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

**STRAND A. Interpersonal communication.** Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture. Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts. Technology increases the capacity of individuals to communicate in multiple and diverse ways.

**STRAND C. Character Development.** Individual and/or group pressure to be successful in competitive activities can result in a positive or negative impact. Core ethical values impact behaviors that influence the health and safety of people everywhere.

**STRAND D. Advocacy and Service.** Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.

**STRAND E. Health Services and Information.** Potential solutions to health issues are dependent on health literacy and available resources. Affordability and accessibility of healthcare impacts the prevention, early detection, and treatment of health problems.

#### **Cumulative Progress Indicator(s) and Number(s) (Established Goals)**

**2.1.12.C.3** Determine the emotional, social, and financial impact of mental illness on the family, community, and state. (Activity 1)

**2.1.12.C.4** Relate advances in medicine and technology to the diagnosis and treatment of mental illness. (Activity 1)

**2.1.12.D.1** Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies. (Activity 2)

**2.1.12.D.2** Explain ways to protect against abuse and all forms of assault and what to do if assaulted. (Activity 1)

**2.1.12.D.3** Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes. (Activity 2)

**2.1.12.D.4** Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors (Activity 2)

**2.1.12.D.5** Justify when individual or collaborative decision-making is appropriate. (Activity 2)

- 2.1.12.D.6 Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies. (Activity 3)
- 2.1.12.E.1 Predict the short- and long-term consequences of unresolved conflicts (Activity 3)
- 2.1.12.E.2 Analyze how new technologies may positively or negatively impact the incidence of conflict or crisis. (Activity 3)
- 2.1.12.E.3 Examine how a family might cope with crisis or change and suggest ways to restore family balance and function. (Activity 4)
- 2.1.12.E.4 Develop a personal stress management plan to improve/maintain wellness. (Activity 2)
- 2.2.12.A.1 Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others. (Activity 2)
- 2.2.12.A.2 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts. (Activity 3)
- 2.2.12.A.3 Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle (Activity 3)
- 2.2.12.C.1 Analyze the impact of competition on personal character development (Activity 1)
- 2.2.12.C.2 Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community. (Activity 4)
- 2.2.12.C.3 Analyze current issues facing the disability community and make recommendations to address those issues. (Activity 3)
- 2.2.12.D.1 Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation (Activity 2)
- 2.2.12.E.1 Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation. (Activity 4)
- 2.2.12.E.2 Determine the effect of accessibility and affordability of healthcare on family, community, and global health. (Activity 4)

**Technology Standard(s)**

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.P.A.1 Use an input device to select an item and navigate the screen

**Interdisciplinary Standard(s)**

***English Language Arts***

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)**

***Students will understand that...***

- Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.
- Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.
- Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health.
- Making good health decisions requires the ability to access and evaluate reliable resources.
- Effective communication skills enhance a person’s ability to express and defend their beliefs.
- Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals.
- Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.
- Character is who you are when no one is looking.
- Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.

**Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)**

- To what extent can we keep ourselves disease free?
- What is the difference between healthy and unhealthy risks?
- Why do we sometimes take risks that can cause harm to ourselves or others?
- How can you learn to like yourself and others?
- How do you know whether or not health information is accurate?
- How do I learn to stand for and communicate my beliefs to others without alienating them?
- In order to achieve lifetime wellness, what should I plan for and what should I just let happen?
- How are character and health related?
- What aspects of our character can be changed?
- To what extent do outside influences shape values?
- How can you inspire others to address health issues?

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed:**

<p><i>Check all that apply.</i></p> <p><b>21<sup>st</sup> Century Themes</b></p>	<p><i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i></p> <p><b>21<sup>st</sup> Century Skills</b></p>
<input type="checkbox"/> Global Awareness	<input type="checkbox"/> ETA Critical Thinking & Problem Solving

	Environmental Literacy
T	Health Literacy
	Civic Literacy
	Financial, Economic, Business and Entrepreneurial Literacy

ET	Creativity and Innovation
ET	Collaboration, Teamwork and Leadership
E	Cross-Cultural and Interpersonal Communication
T	Communication and Media Fluency
E	Accountability, Productivity and Ethics

**In this unit plan, the following Career Ready Practices are addressed:**

*Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.*

E	CRP1. Act as a responsible and contributing citizen and employee
T	CRP2. Apply appropriate academic and technical skills
ET	CRP3. Attend to personal health and financial well-being
E	CRP4. Communicate clearly and effectively with reason
T	CRP5. Consider the environmental, social and economic impacts of decisions
T	CRP6. Demonstrate creativity and innovation
	CRP7. Employ valid and reliable research strategies
T	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
T	CRP9. Model integrity, ethical leadership and effective management
	CRP10. Plan education and career paths aligned to personal goals
T	CRP11. Use technology to enhance productivity
TA	CRP12. Work productively in teams while using cultural global competence

**Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)**

*Students will know....*

*Students will be able to (do)...*

- Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.
- Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.
- Applying first-aid procedures can minimize injury and save lives.
- Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
- Stress management skills impact an individual's ability to cope with different types of emotional situations.
- Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
- Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
- Technology increases the capacity of individuals to communicate in multiple and diverse ways.
- Individual and/or group pressure to be successful in competitive activities can result in a positive or negative impact.
- Core ethical values impact behaviors that influence the health and safety of people everywhere.
- Effective advocacy for a health or social issue is based on

**Activity 1:**

- Compare and contrast the impact that competition may have on personal character development and how it may affect one's overall personal wellness.
- Analyze the emotional and social impact of mental illnesses on society and how advances in medical technology for their diagnosis and treatment can improve one's quality of life.
- Differentiate between healthy and unhealthy relationships (abuse and assault), what to do if assaulted, and how to protect oneself using available resources.

**Activity 2:**

- Research and develop a stress management plan that would help improve and maintain overall personal wellness.
- Identify and employ communication skills that may be used with family, peers, and people from other backgrounds and cultures that may impact the overall wellness of oneself or others.
- Analyze the importance of complying with motor vehicle laws and avoiding driving distractors, including drug and alcohol use, and develop preventative strategies to decrease both intentional and unintentional injuries.
- Develop a strategy that advocates for action on a health issue (including but not limited to organ/tissue donation) on a state, national, or global level.

**Activity 3:**

- Research and analyze the impact technology has on interpersonal communication in regards to supporting overall personal wellness.
- Identify and analyze current issues facing individuals with disabilities and make recommendations to address those issues.
- Interpret consequences and develop strategies for unresolved conflicts and analyze how technology impacts conflict.
- Identify new technologies that improve emergency response and demonstrate first aid procedures (basic life support skills, AED, head trauma, heat/cold injuries, etc).

communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.

- Potential solutions to health issues are dependent on health literacy and available resources.
- Affordability and accessibility of healthcare impacts the prevention, early detection, and treatment of health problems.

**Activity 4:**

- Judge how adherence or a lack of adherence to core ethical values impact behaviors that influence the health and safety of people everywhere.
- Investigate issues of crisis or change within the family structure and develop ways to maintain family balance and function.
- Analyze a variety of solutions to health issues based on cost, availability, accessibility, benefits, or accreditation and determine the effect of accessibility and affordability of healthcare on family, community, and global health.

**Assessment Evidence:**

**Performance Tasks:** *(Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)*

Participation  
Presentations  
Activities

**Other Assessment Measures:** *(Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?)* \*\*\*Attach all

**Benchmarks**  
Skill Rubrics  
Written Rubrics on identified activities  
Quizzes  
Tests  
Assignments  
Projects

**Teaching and Learning Actions:** *(What learning experiences and instruction will enable students to achieve the desired results?)*

*Instructional Strategies and Activities*

**Consider how will the design will:**

- W** = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?
- H**= Hook all students and Hold their interest?
- E**= Equip students, help the Experience the key ideas and Explore the issue?
- R**=Provide opportunities to Rethink and Revise their understandings and work?
- E**=Allow students to Evaluate their work and its implications?

	<p>T=be Tailored (personalized to the different needs, interests and abilities of learners?)  O=be Organized to maximize initial and sustained engagement as well as effective learning?</p> <p><b>Students will complete at least 1 activity from the 4 activity groups below.</b></p>
<p><i>Activity Group 1:</i></p>	<p><b>Activity1a:</b>  Students will be presented with two teacher developed scenarios. The scenarios should depict students who are placed in competitive situations and how they manage their values and morals as well as how their decisions affect their overall personal wellness. One scenario should depict a student who isn't handling the competition well and its effects on both their character and wellness versus the second student who is in control of the competition and the positive effects on both their character and personal wellness.  Students will be asked to compare and contrast the two scenarios and answer the following.</p> <ol style="list-style-type: none"> <li>1. Compare and contrast how student one's character and wellness is depicted versus the student in the second scenario.</li> <li>2. Identify how competition may bring on certain stressors that may affect one's overall personal character.</li> <li>3. Identify how competition may bring on certain stressors that may affect one's overall personal wellness.</li> </ol> <p><b>Scenario 1</b>  The first student is ultra- competitive and is consumed with being the valedictorian of their class. This student would compromise many of their personal beliefs and morals to achieve this goal. This student is placing a tremendous amount of stress on themselves. They are given the opportunity to cheat on a major exam that would assure them being the valedictorian and they are contemplating doing it.</p> <p><b>Scenario 2</b>  The second student is trying to attain the goal of making the varsity basketball team. The competition is fierce as there are only four spots available and over twenty students vying for the spots. This student is competitive but also understands that it is not the end of the world if they do not make the team. A situation arises during try outs where they could take advantage of another student and probably make the team or show proper sportsmanship and see what happens with being one of the four students selected.</p> <p><b>Activity 1b:</b>  In this lesson, students will assess what they know about historical medical practices, learn about President Garfield's preventable death, and conduct research on current trends in medical technology. Students will then create artistic, informative pieces to be displayed in a museum exhibition debuting in 2050.  As a class, read and discuss the article, "A President Felled by an Assassin and 1880's Medical Care, (<a href="http://www.nytimes.com/learning/teachers/featured_articles/20060725tuesday.html">http://www.nytimes.com/learning/teachers/featured_articles/20060725tuesday.html</a>) . Students will be divided into pairs to act as scientific researchers for a museum exhibit to be held in 2050. The focus of this exhibit will be the medical technology employed in 2006. Features will explore how this technology helped to cure, diagnose, and improve the quality of life of people with mental illnesses. Assign each student pair one of the following to research: depression, schizophrenia, bipolar etc.</p>

In addition to their research, have students create visual images to accompany their informative text.

Using all available resources, have students follow the guide below to aid in their research (written on the board or copied in a handout).

**Project:** Students will work together in their pairs to complete the assignment. They should include text which highlights the material they explored using the research guide. They should also include at least one visual image with their exhibition piece. The American Museum of Natural History Web site (<http://www.amnh.org/exhibitions/?src=toolbar>) has online exhibitions that provide practical models for the final project.

<http://highschoolhealth.cmswiki.wikispaces.net/file/view/NIMH%20Depression%20and%20High%20School%20Students.pdf/302209898/NIMH%20Depression%20and%20High%20School%20Students.pdf>  
<http://highschoolhealth.cmswiki.wikispaces.net/file/view/NIMH%20Depression%20Booklet.pdf/302209900/NIMH%20Depression%20Booklet.pdf>

**Activity 1c:**

Activity: Students will examine the characteristics and benefits of healthy relationships and the characteristics of unhealthy relationships. The topic of dating violence, what to do if assaulted and available resources to assist victims of assault should be discussed. Students will also discuss the importance of effective communication to the development and maintenance of a healthy relationship.

Using the Carousel Brainstorming strategy (rotating review), have students identify common issues under each of the four common problem areas in relationships.

Directions/Description

On separate pieces of flipchart paper, write the four common problem/topic areas encountered in relationships:

***Practical/Logistical Issues***

***Compatibility Issues***

***Commitment Issues***

***Dating Violence/Resources for Victims***

1. Divide the class into four groups and assign each group to one of the four problem/topic areas identified.
2. Give the groups a specific amount of time to brainstorm and record their ideas about possible examples related to the problem/topic area.

After the allotted time has expired, have the groups move to the next flipchart paper with a different problem/topic area. The groups review the examples already recorded and offer others if they can. This process continues until each group has visited each of the four problem/topic areas. Students will present their original problem/topic to the rest of the class incorporating other groups' suggestions. Debriefing questions afterwards.

*Activity Group2:*

**Activity 2a:**

Activity: Students will be asked to identify personal stressors, research and then develop a personal stress management plan created to improve and maintain overall personal wellness. Each student will also be asked to present the stress management plan to the class and explain why they believe their plan will help improve and maintain their overall personal wellness.

The link below may be used by the teacher and serve as an example of how to develop a stress management plan.

[http://www.fosteringresilience.com/stress\\_management\\_plan.php](http://www.fosteringresilience.com/stress_management_plan.php)

**Activity 2b:**

Activity: Students will be assigned a project which asks them to identify and employ a means to communicate a wellness related message. Students will create a Public Service Announcement, Blog, Podcast, etc. that encompasses respect and acceptance to convey a health and wellness related message that could reach family, peers, as well as members of the community from other backgrounds and cultures. Each will select a health and wellness related message that they feel is pertinent to the community and develop the message they feel needs to be communicated. Students will present their project to the class and community if possible.

**Activity 2c:**

Activity: Study the potential dangers, risks, and statistics associated with a variety of road safety issues: impaired driving, not wearing seat belts, speeding, distracted driving (eating and using cell phones), and drowsy driving

On a piece of newsprint, draw two columns for the "dos and don'ts" of driving. Ask students to brainstorm about items for both lists. After discussing the lists, talk about why it's important to educate the public about safety issues. Explain that in this lesson students will explore one of five safe driving issues and create their own public safety announcement

**Project:** Divide students into five groups, and assign one of the following topics to each group: •Impaired driving (DUI/DWI)

- Seat belts
- Speeding
- Distracted driving (such as driving while eating or texting or talking on cell phone)
- Drowsy driving

Have students use different Web sites to research the safety issues. Encourage them to take notes about dangers, risks, statistics, and preventative strategies. Make sure students include examples of trauma that may occur when safety practices are not followed.

Have each group develop a public service announcement such as a poster, mock television or radio commercial, Web site, or brochure for high school students. Encourage them to use statistics and specific state laws from their research and anecdotes or stories from personal experiences. Students should include descriptions about the bodily injuries that can occur as a result of unsafe driving.

	<p><b>Activity 2d:</b>          In this activity, students will work in groups to make a decision on what health issue they will develop an advocacy strategy for. Students may research a current or past health issue they feel is important on a state, national, or global level.          Project: After the student groups have completed their research on their health issue they will be asked to create a short presentation which advocates action on the health issue. Students could take on particular roles, such as hospital director, personal physician, family members, or insurance representative. Through these roles the group will present their strategy to the rest of the class and explain how the health issue affects people on a state, national, or global level.</p>
<p><i>Activity Group 3:</i></p>	<p><b>Activity 3a:</b>          Students will identify and research a piece of technology that has had an impact on interpersonal communication in regards to supporting overall personal wellness. Examples of technologies that may have had impacts would be the internet, cell phone technology, tablets, etc. Students will then research how these technologies have an impact on personal wellness. Research should include both the positive and negative effects that technology has had. Students may develop a graphic, video, or some other multimedia presentation which they will present to the class.</p> <p><b>Activity 3b:</b>          In groups, students will identify and analyze a current issue that is facing individuals with disabilities in their school or community. Students may need to research newspaper articles, news broadcasts, or speak with individuals to identify an issue. They will create a presentation that they would present to a local school board, town council, or other governing body that would identify the issue and give possible recommendations to help address the issue. This presentation may consist of a power point or other multi-media platform that allows the group the opportunity to outline their issue and recommendations.</p> <p><b>Activity 3c:</b>          In groups of three or four, students will discuss situations when they have been involved in a conflict with another person. After a situation where a conflict has been identified students will list the potential consequences (legal, ethical, etc.) as well as develop strategies to defuse the conflict. Students will then be asked to role play the conflict, the potential consequences, and the strategies that could be used to defuse or resolve unresolved conflicts. Students will then consider how this conflict may have been impacted positively or negatively by technology (twitter, Facebook, etc.). Students should write a brief review of each role play and how they think technology could have played a role in the situation.</p> <p><b>Activity 3d:</b>          Students will be asked to identify new technologies that have improved the way that first responders can respond to emergencies (i.e. cell phones, social media, AED technology, etc.). Each student will create a list of these technologies and</p>

	<p>explain why they have improved emergency response. Each student will also be asked to demonstrate first-aid procedures that have been taught to the students over the course of the unit. All students will be expected to show competency in both cognitive procedures as well as the hands on learning components of cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), care of head trauma, care of heat and cold injuries, bone and joint injuries and responding to other medical emergencies.</p> <p>*Instruction should be modeled from an instructional program established by the American Heart Association, American Red Cross, or other nationally-recognized association with expertise in instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator.</p>
<p><i>Activity Group 4:</i></p>	<p><b>Activity 4a:</b>  Students will fill out the following survey regarding bullying.  <a href="http://graphics8.nytimes.com/images/blogs/learning/pdf/2010/20101005bullying.pdf">http://graphics8.nytimes.com/images/blogs/learning/pdf/2010/20101005bullying.pdf</a>  Create a chart that shows how many students agreed and disagreed with each statement. If any students have indicated that they are willing to have their thoughts on school bullying shared with the class, decide which lines you would like to share.  Students will then be asked to answer the following reflection questions.  1. How do people’s core ethical values play a role in the way we treat others?  2. How does the climate of a school contribute either positively or negatively to the way people are treated?  3. In what ways does the adherence or lack of adherence to core values affect the safety of people in our school or in our communities?</p> <p><b>Activity 4b:</b>  For teens whose parents have separated or divorced, have had other family members who have moved into their homes, have experienced a death in their family, or some other change in family structure, life brings a whole new set of challenges. How can young people handle difficulties such as these? This activity explores the experience of teens that need to deal with crisis or other change in their family structure.</p> <p>In groups, create a chart listing all of the possible life crises or changes that teens may face as a result of changes to their family structure. The changes may relate to school, transportation, home life, money, friends, housing, etc. Next to the list of changed situations, create two columns (with space in between), labeling them “Practical Consequences” and “Emotional Consequences.” Beside each of these columns, create corresponding columns labeled “Possible Solutions.” In groups students will complete their chart and present their findings to the class.</p> <p><b>Activity 4c:</b>  Students will review the health systems of United States and Canada. They will identify the positive aspects of each system.</p>

They will look at the trade-offs associated with those positive aspects. Which is the better choice?

**Procedure:**

**Website 1**

**PBS**

Read this PBS article **Health Care Crisis: The Uninsured**

<http://www.pbs.org/healthcarecrisis/uninsured.html>

**Website 2**

**EconEdlink- Council for Economic Education**

Using the graphs from **Health Care Systems: An International Comparison**

[http://www.econedlink.org/lessons/docs\\_lessons/535\\_DaigneaultLajoie1.pdf](http://www.econedlink.org/lessons/docs_lessons/535_DaigneaultLajoie1.pdf)

**Website 3**

**American Medical Students**

**Surgeons General: Defenders Of Public Health**

<http://www.amsa.org/AMSA/Homepage/Publications/TheNewPhysician/2002/tnp170.aspx>

**Other Websites**

**Washington Monthly**

<http://www.washingtonmonthly.com/features/2000/0003.gladwellgopnik.html>

**Project:** Divide the class into two groups for a formal class debate on Healthcare in Canada vs. USA. One student will be the moderator/time keeper. Invite other teachers or outside health care professionals to come and judge/score the debate.

<http://www.csun.edu/~dgv61315/debformats.html>

[http://www.educationworld.com/a\\_lesson/lesson/lesson304b.shtml](http://www.educationworld.com/a_lesson/lesson/lesson304b.shtml)\_(rules/assessments)

**Resources**

Activity 1: <http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h9u4.pdf>

Activity 2: <http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h10u4.pdf>

Activity 3: <http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h11u4.pdf>

Activity 4: <http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h12u4.pdf>

**Suggested Time Frame:**

5 Weeks (25 days)

*D* – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)