



6th, 7th and 8th
GRADE
HEALTH/PHYSICAL
EDUCATION
CURRICULUM

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

Born On Date: August 18, 2016

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 st Century.....	3
Pacing Guide.....	4 – 5
Unit Guides.....	6 – 26
Unit 1 – Health: Wellness.....	6 – 10
Unit 2 – Health: Alcohol, Tobacco, and Other Drugs.....	11 – 15
Unit 3 – Family Life and Sexuality.....	16 – 20
Unit 4 – Community Health Skills.....	21 - 26

Acknowledgements

Dr. David Salvo
Dr. Toni Lehman
Jeffrey Ortman

Superintendent
Director of Curriculum and Instruction
Principal, Middle Township Middle School

Middle School Health and Physical Education Curriculum Work Committee

Robert Wishart, Jr.

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.

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 21st 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 21st Century

Health literacy is an integral component of 21st 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

<u>UNIT TITLE</u>	<u>ENDURING UNDERSTANDINGS</u>	<u>NJSLS</u>	<u>TIMEFRAME</u>
Unit 1 - Wellness	<ul style="list-style-type: none"> 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. 	2.1.12.A.1 2.1.12.A.2 2.1.12.B.3 2.1.12.C.1 2.1.12.C.2 2.2.12.B.1 2.2.12.B.2 2.6.12.A.1 2.6.12.A.4	25 days
Unit 2: Alcohol, Tobacco, and Other Drugs	<ul style="list-style-type: none"> 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. 	2.3.12.A.1 2.3.12.A.2 2.3.12.A.3 2.3.12.B.1 2.3.12.B.2 2.3.12.B.3 2.3.12.B.4 2.3.12.B.5 2.3.12.C.1 2.3.12.C.2 2.3.12.C.3	25 days
Unit 3: Family Life/Sexuality	<ul style="list-style-type: none"> 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. 	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	25 days

	<ul style="list-style-type: none"> • 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. 		
Unit 4: Community Health Skills	<ul style="list-style-type: none"> • 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. 	2.1.12.C.3 2.1.12.C.4 2.1.12.D.1 2.1.12.D.2 2.1.12.D.3 2.1.12.D.4 2.1.12.D.5 2.1.12.D.6 2.1.12.E.1 2.1.12.E.2 2.1.12.E.3 2.1.12.E.4 2.2.12.A.1 2.2.12.A.2 2.2.12.A.3 2.2.12.C.1 2.2.12.C.2 2.2.12.C.3 2.2.12.D.1 2.2.12.E.1 2.2.12.E.2	25 days

Content Area:	Health	Grade(s) 6
Unit Plan Title:	Unit 1: Personal Growth/Wellness	
Overview/Rationale		
All students will take responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active lifestyle.		
Standard(s)/Strands		
6 Staying healthy is a lifelong process that includes all dimensions of wellness		
6 Eating patterns are influenced by a variety of factors.		
6 The early detection and treatment of diseases and health conditions impact one’s health.		
6 Every health-related decision has short- and long-term consequences and affects the ability to reach health goals		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
Describe how effective decision making strategies can impact choices made by individuals or groups in regard to personal wellness. 6 (2.2.6.B.1, 2.2.6.B.2)		
Examine how to analyze food’s nutritional value in relation to an individual’s needs. 6 (2.1.6.A.2 ,2.1.6.A.3)		
Determine how culture/family history impacts one’s personal growth and health. 6 (2.1.8.A.1,2.1.8.A.2, 2.1.8.B.1)		
Evaluate the impact that public health strategies have on the prevention of certain diseases and health conditions. 6 (2.1.6.C.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)	
<p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	
Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)	
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Health choices and behaviors have a profound impact on personal, family, community, and global wellness. • Medical advances, technology, and public health efforts enable some people to live healthier and longer lives than ever before, but many people struggle to be healthy. • Understanding why a behavior or activity is unsafe or risky is only the first step towards preventing injuries and staying safe. Consistently employing safe and healthy behaviors helps to reduce the incidence and severity of injuries 	
Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)	
<ul style="list-style-type: none"> • 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? How does this commitment reduce ones' risk for diseases, health conditions, and injuries that may impact the quality or duration of one's life? • Why is it so difficult to educate people about risky behaviors? Why do some people still engage in unsafe behaviors despite knowing the inherent risks and possible outcomes? 	
In this unit plan, the following 21st 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 st Century Themes			<i>T, A on the line before the appropriate skill.</i> 21 st 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
	T	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	T	CRP9. Model integrity, ethical leadership and effective management
	T	CRP10. Plan education and career paths aligned to personal goals
	TA	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?)	
<p>Students will know....</p> <ul style="list-style-type: none"> the benefits or risks that certain food choices and eating patterns have on one's overall wellness. Students will analyze personal wellness and health practices (nutrition, physical activity) to develop, implement, and achieve 3 personal health goals. how culture/family history influences impacts one's personal growth and health. 	<p>Students will be able to (do)...</p> <ul style="list-style-type: none"> describe how effective decision-making can impact choices made by individuals or groups in regards to personal wellness. define common mental illnesses and evaluate one's ability to recognize and adapt negative risk factors in one's lifestyle examine how to analyze foods nutritional value in relation to an individual's needs.
Assessment Evidence:	
<p>Formative (Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)</p> <p><i>Visual Observation</i> <i>Participation</i> <i>Presentation</i></p> <p>Describe how effective decision making strategies can impact choices made by individuals or groups in regard to personal wellness. 1 Examine how to analyze foods' nutritional value in relation to an individual's needs. 4 Determine how one's culture/family history impacts one's personal growth and health. 5 Evaluate the impact that public health strategies have on the prevention of certain health conditions and diseases. 10</p>	<p>Summative: (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</p> <p><i>Skill Rubrics</i> <i>Written Rubrics on identified activities</i></p> <p>Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.</p>

<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> <i>D</i>	<p>Consider how will the design will:</p> <p>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)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?)</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
Food Label Project	<p>Activity:</p> <p>The student will research food labels, the content, daily values, and nutritional values. The student is to develop a food label for a new product. The label must include nutritional value as well as a product logo. The nutritional value should include calories, fat content and percentages, carbohydrates, and proteins.</p>
Collaborative Group Cultural Project	<p>Activity:</p> <p>Students will work collaboratively to research both nutritional and health care needs, as well as different health issues that are related to their heritage and genetic makeup (i.e. sickle cell anemia, cystic fibrosis, Tay Sachs). Students will create a presentation that will describe the health issue, causes, cultural history, treatments etc. Students should pay special attention to presenting the information regarding heritage/culture and genetic make-up in a sensitive and respectful manner.</p>
Mental Illness Informational Poster	<p>Activity:</p> <p>The student is to develop an informational poster for a mental illness. The poster should include a definition of the illness, signs and symptoms, treatment, and three tips for maintaining one's mental wellness. This will allow students to research and develop a base of knowledge to understand mental wellness and illnesses. The student will develop a poster defining a specific mental illness, where to find help, and the signs and symptoms of the illness.</p>
Modifications <u>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</u>	

Individualized Education Plans (IEPs):

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

Advanced/Gifted Students:

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Resources

<http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u1.pdf>

Suggested Time Frame:

4-8 days

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

Content Area:	Health	Grade(s) 6
Unit Plan Title:	Unit 2: Alcohol, Tobacco & Other Drugs	
Overview/Rationale		
The unit explores the physical, mental, and social, consequences associated with drug/medicine use/abuse on the individual as well as the impact of others around them		
Standard(s)/Strands		

- 6 Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
- 6 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.
- 6 There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.
- 6 There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.

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

- 2.2.6.B.1** Use effective decision-making strategies.
- 2.3.6.A.2** Compare information found on over-the-counter and prescription medicines.
- 2.3.6.B.4** Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.
- 2.3.6.B.5** Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.
- 2.3.6.B.6** Summarize the signs and symptoms of inhalant abuse.
- 2.3.6.B.7** Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.
- 2.3.6.C.4** Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain

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)

- 9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- 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?)			
<p>Students will understand that...</p> <p>The use and abuse of alcohol, tobacco, and other drugs not only impact the individual but may have a profound impact on others.</p>			
Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)			
<p>Why do people use and abuse alcohol, tobacco and other drugs despite warnings about the dangers to self and others?</p>			
In this unit plan, the following 21 st 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>	
21st Century Themes		21st Century Skills	
	Global Awareness	TE	Critical Thinking & Problem Solving
	Environmental Literacy		Creativity and Innovation
TE	Health Literacy	TE	Collaboration, Teamwork and Leadership
	Civic Literacy		Cross-Cultural and Interpersonal Communication
	Financial, Economic, Business and Entrepreneurial Literacy	TE	Communication and Media Fluency
		TE	Accountability, Productivity and Ethics
In this unit plan, the following Career Ready Practices are addressed:			
<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>			
	TE	CRP1. Act as a responsible and contributing citizen and employee	
	E	CRP2. Apply appropriate academic and technical skills	

TE	CRP3. Attend to personal health and financial well-being
TE	CRP4. Communicate clearly and effectively with reason
TE	CRP5. Consider the environmental, social and economic impacts of decisions
E	CRP6. Demonstrate creativity and innovation
E	CRP7. Employ valid and reliable research strategies
TE	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
TE	CRP9. Model integrity, ethical leadership and effective management
TE	CRP10. Plan education and career paths aligned to personal goals
E	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?)	
<p><i>Students will know....</i></p> <p>Examine data on how drugs/alcohol effect decision making the potential for illness, injury, disease, and risky health behaviors. 6</p> <p>Describe the different stages of alcoholism and drug addiction. 6</p> <p>Research the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis. 6</p>	<p><i>Students will be able to (do)...</i></p> <p>Identify and compare information that is contained on the bottle of over the counter and prescription drugs. 6</p> <p>Demonstrate through role-play the impact of effective refusal skills to decrease experimentation and use of alcohol, tobacco, and other drugs in several social settings. 6</p>
Assessment Evidence:	
<i>Formative</i> (Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)	<i>Summative</i> (Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How

<p><i>Visual Observation</i> <i>Participation</i> <i>Presentation</i></p> <p>Identify and compare information that is contained on the bottle of over the counter and prescription drugs. 1 Examine data on how drugs/alcohol affect decision making and the potential for illness, injury, disease, and risky health behaviors. 4 Demonstrate through role-play the impact of effective refusal skills to decrease the amount of experimentation with alcohol, tobacco, and other drugs. 5 Describe the different stages of alcoholism and drug addiction. 8 Research the relationship between injected drug use and disease such as HIV/AIDS and hepatitis. 11</p>	<p><i>will students reflect upon and self- assess their learning?)</i> ***Attach all Benchmarks</p> <p><i>Skill Rubrics</i> <i>Written Rubrics on identified activities</i></p> <p>Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.</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> <i>D</i></p>	<p>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?</p>
<p>Modifications <u>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</u> Individualized Education Plans (IEPs):</p>	

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

Advanced/Gifted Students:

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Resources

<http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u2.pdf>

Suggested Time Frame:

4-8 days

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

Content Area:

Health

Grade(s) 6

Unit Plan Title:	Unit 3: Family Life
Overview/Rationale	
This unit is designed to present strategies and skills necessary to engage in healthy active relationships throughout their lives.	
Standard(s)/Strands	
6 Healthy relationships require a mutual commitment 6 Responsible actions regarding sexual behavior impact the health of oneself and others. 6 Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood. 6 Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to child birth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.	
Cumulative Progress Indicator(s) and Number(s) (Established Goals)	
2.4.6.A.4 Demonstrate successful resolution of a problem(s) among friends and in other relationships. 2.4.6.A.5 Compare and contrast the role of dating and dating behaviors in adolescence. 2.4.6.B.2 Summarize strategies to remain abstinent and resist pressures to become sexually active. 2.4.6.B.3 Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy. 2.4.6.B.4 Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior. 2.4.6.C.4 Predict challenges that may be faced by adolescent parents and their families. 2.4.6.C.1 Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy. 2.4.6.C.2 Identify the signs and symptoms of pregnancy.	
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)	
9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. NJSLA.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...

- Relationships are the connections people have with each other. The family provides the first opportunity for a person to develop relationship skills. Every family is different but all families provide the foundation for future relationships. As individuals mature, they seek out different relationships with peers, colleagues, and loved ones.
- Through social networking, people even establish relationships with individuals they have never met. We now live in a world where families and relationships are constantly changing and where global communication systems have extended friendships and relationships across the miles.

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

- How does your family influence the adult you will become?
- How do you develop and sustain relationships over time?
- Why is it so hard to have healthy relationships?

In this unit plan, the following 21st 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 , T , A on the line before the appropriate skill.	
21 st Century Themes		21 st Century Skills	
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/> TE	Critical Thinking & Problem Solving
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Creativity and Innovation
<input checked="" type="checkbox"/> T	Health Literacy	<input type="checkbox"/> TE	Collaboration, Teamwork and Leadership

		Civic Literacy			Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy	TE		Communication and Media Fluency
			TE		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.

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

Identify how conflicts may be resolved between individuals in relationships. 6
Identify various strategies that will assist adolescents in resisting pressure and

Students will be able to (do)...

Describe the role that dating and dating behaviors
(communication, honesty) play in the lives of adolescents. 6

<p>remaining abstinent. 6</p> <p>Identify the challenges faced by adolescent parents and their families. 6</p>	<p>Evaluate the ramifications (HIV/AIDS, STIs, HPV, and Pregnancy) of sexual activity during adolescence and how they relate to choices regarding sexual behavior. 6</p>
<p>Assessment Evidence:</p>	
<p>Formative: <i>(Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)</i></p> <p><i>Visual Observation</i> <i>Participation</i> <i>Presentations</i></p> <p>Identify how conflicts may be resolved between individuals in relationships 1 Describe the role that dating and dating behaviors (communication, honesty) play in the lives of adolescents. 2 Identify various strategies that will assist adolescents in resisting pressure and remaining abstinent. 6 Evaluate the ramifications (HIV/AIDS, STIs, HPV, and pregnancy) of sexual activity during adolescence and how they relate to choices regarding sexual behavior. 7 Identify the challenges faced by adolescent parents and their families. 14</p>	<p>Summative: <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></p> <p>***Attach all Benchmarks</p> <p><i>Skill Rubrics</i> <i>Written Rubrics on identified activities</i></p> <p>Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.</p>
<p>Teaching and Learning Actions: <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>D</p>	<p>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?</p>

	<p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
<p>Modifications</p> <p><u>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</u></p> <p><i>Individualized Education Plans (IEPs):</i></p> <ul style="list-style-type: none"> ⇒ Exemplars of varied performance levels ⇒ Multi-media presentations Consultation with ESL teachers ⇒ Manipulatives ⇒ Tiered/Scaffolded Lessons ⇒ Mnemonic devices ⇒ Visual aids ⇒ Modeling ⇒ Guided note-taking ⇒ Study Guides ⇒ Modified homework ⇒ Differentiated pre-typed class notes and example problems <p><i>Advanced/Gifted Students:</i></p> <ul style="list-style-type: none"> ⇒ Open-ended responses ⇒ Curriculum Compacting ⇒ Advanced problems to extend the critical thinking skills of advanced learner ⇒ Supplemental reading material for independent study ⇒ Flexible grouping ⇒ Tiered assignments 	
Resources	
http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u3.pdf	
Suggested Time Frame:	4-8 days

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

Content Area:	Health	Grade(s) 6
Unit Plan Title:	Unit 4: Community Health Skills	
Overview/Rationale		
Students will learn ways to build character, become advocates, and have a positive impact on their community.		
Standard(s)/Strands		
6 The early detection and treatment of diseases and health conditions impact one’s health. 6 Applying first-aid procedures can minimize injury and save lives. 6 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. 6 Stress management skills impact an individual’s ability to cope with different types of emotional situations. 6 Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts. 6 Every health-related decision has short- and long-term consequences and affects the ability to reach health goals. 6 Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence. 6 Participation in social and health- or service-organization initiatives have a positive social impact. 6 Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
2.1.6.C.3 Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them. 2.1.6.D.3 Summarize the components of the traffic safety system and explain how people contribute to making the system effective. 2.1.6.D.4 Assess when to use basic first-aid procedures. 2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.		

- 2.1.8.E.3** Explain how culture influences the ways families and groups cope with crisis and change.
- 2.1.8.E.4** Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
- 2.2.6.B.3** Determine how conflicting interests may influence one's decisions.
- 2.2.6.A.2** Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.
- 2.2.6.C.2** Predict situations that may challenge an individual's core ethical values.
- 2.2.6.C.3** Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
- 2.2.6.D.2** Develop a position about a health issue in order to inform peers.
- 2.2.6.E.2** Distinguish health issues that warrant support from trusted adults or health professionals.

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)

- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- 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...

- Knowing how and when to navigate the healthcare system is critical to maintaining wellness. The early detection of diseases and health conditions contributes to one's health and helps reduce healthcare costs.

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

- Why is it so difficult for some people to access healthcare? How do you know when you need help? What's more important: prevention or cure?

In this unit plan, the following 21st 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 , T , A on the line before the appropriate skill.		
21 st Century Themes			21 st Century Skills		
		Global Awareness		TE	Critical Thinking & Problem Solving
		Environmental Literacy			Creativity and Innovation
	T	Health Literacy		TE	Collaboration, Teamwork and Leadership
		Civic Literacy			Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy		TE	Communication and Media Fluency
				TE	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.*

	TE	CRP1. Act as a responsible and contributing citizen and employee
	E	CRP2. Apply appropriate academic and technical skills
	TE	CRP3. Attend to personal health and financial well-being
	TE	CRP4. Communicate clearly and effectively with reason
	TE	CRP5. Consider the environmental, social and economic impacts of decisions
	E	CRP6. Demonstrate creativity and innovation
	E	CRP7. Employ valid and reliable research strategies

	TE	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	TE	CRP9. Model integrity, ethical leadership and effective management
	TE	CRP10. Plan education and career paths aligned to personal goals
	E	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?)		
<i>Students will know how to....</i> Describe how the use of negotiation, refusal, and assertiveness skills plays an important role in being able to communicate with others. 6 Identify strategies that will facilitate communication to help resolve incidences of gang violence, harassment, bullying, and discrimination. 6 Determine when health situations require support from adults or qualified health professionals. Identify common mental illnesses (depression, anxiety, panic disorders) and determine methods to detect and treat them. 6		<i>Students will be able to (do)...</i> Identify situations that may challenge beliefs and display empathy for others with different values, beliefs, and cultural backgrounds. 6 Identify and develop a position in relation to a health related issue that affects the school community. 6 Describe what steps should be taken if self or other kinds of abuse are suspected. 6
Assessment Evidence:		
<i>Formative</i> (Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?) <i>Visual Observation</i> <i>Participation</i> <i>Presentation</i> Describe how the use of negotiation, refusal, and assertiveness skills plays an important role in being able to communicate with others 1		<i>Summative:</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?) ***Attach all Benchmarks <i>Skill Rubrics</i> <i>Written Rubrics on identified activities</i> Students should be assessed on the Unit Objectives listed above.

<p>Identify strategies that will facilitate communication to help resolve incidences of gang violence, harassment, bullying, and discrimination 2</p> <p>Identify situations that may challenge beliefs and display empathy for others with different values, beliefs, and cultural backgrounds 5</p> <p>Identify and develop a position in relation to a health related issue that affects the school community 8</p> <p>Determine when health situations require support from adults or qualified health professionals 11</p> <p>Identify common mental illnesses (depression, anxiety, panic disorders) and determine methods to detect and treat them 14</p> <p>Describe what steps should be taken if self or other kinds of abuse are suspected 16</p>	<p>The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.</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>D</p>	<p>Consider how will the design will:</p> <p>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)?</p> <p>H=Hook all students and Hold their interest?</p> <p>E=Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?)</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
<p>Modifications</p> <p><u>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</u></p> <p>Individualized Education Plans (IEPs):</p> <ul style="list-style-type: none"> ⇒ Exemplars of varied performance levels ⇒ Multi-media presentations Consultation with ESL teachers ⇒ Manipulatives ⇒ Tiered/Scaffolded Lessons 	

- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

Advanced/Gifted Students:

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Resources

<http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u4.pdf>

Suggested Time Frame:

4-8 days

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



7th and 8th GRADE HEALTH CURRICULUM

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

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 st Century.....	3
Pacing Guide.....	4 – 5
Unit Guides.....	6 – 26
Unit 1 – Health: Wellness.....	6 – 10
Unit 2 – Health: Alcohol, Tobacco, and Other Drugs.....	11 – 15
Unit 3 – Family Life and Sexuality.....	16 – 20
Unit 4 – Community Health Skills.....	21 - 26

Acknowledgements

Dr. David Salvo
Dr. Toni Lehman
Jeffrey Ortman

Superintendent
Director of Curriculum and Instruction
Principal, Middle Township Middle School

Middle School Health and Physical Education Curriculum Work Committee

Robert Wishart, Jr.

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.

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 21st 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 21st Century

Health literacy is an integral component of 21st 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

<u>UNIT TITLE</u>	<u>ENDURING UNDERSTANDINGS</u>	<u>NJSLS</u>	<u>TIMEFRAME</u>
Unit 1 - Wellness	<ul style="list-style-type: none"> 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. 	2.1.12.A.1 2.1.12.A.2 2.1.12.B.3 2.1.12.C.1 2.1.12.C.2 2.2.12.B.1 2.2.12.B.2 2.6.12.A.1 2.6.12.A.4	25 days
Unit 2: Alcohol, Tobacco, and Other Drugs	<ul style="list-style-type: none"> 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. 	2.3.12.A.1 2.3.12.A.2 2.3.12.A.3 2.3.12.B.1 2.3.12.B.2 2.3.12.B.3 2.3.12.B.4 2.3.12.B.5 2.3.12.C.1 2.3.12.C.2 2.3.12.C.3	25 days
Unit 3: Family Life/Sexuality	<ul style="list-style-type: none"> 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. 	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	25 days

	<ul style="list-style-type: none"> • 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. 		
Unit 4: Community Health Skills	<ul style="list-style-type: none"> • 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. 	2.1.12.C.3 2.1.12.C.4 2.1.12.D.1 2.1.12.D.2 2.1.12.D.3 2.1.12.D.4 2.1.12.D.5 2.1.12.D.6 2.1.12.E.1 2.1.12.E.2 2.1.12.E.3 2.1.12.E.4 2.2.12.A.1 2.2.12.A.2 2.2.12.A.3 2.2.12.C.1 2.2.12.C.2 2.2.12.C.3 2.2.12.D.1 2.2.12.E.1 2.2.12.E.2	25 days

Content Area:	Health	Grade(s) 7-8
Unit Plan Title:	Personal Growth/Wellness	
Overview/Rationale		
All students will take responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active lifestyle.		
Standard(s)/Strands		
8 Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.		
8 Eating patterns are influenced by a variety of factors.		
8 The prevention and control of diseases and health conditions are affected by many factors.		
8 Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.		
8 Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
2.1.8.A.1 Assess and apply health data to enhance each dimension of personal wellness.		
2.1.8.A.2 Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.		
2.1.8.A.3 Relate advances in technology to maintaining and improving personal health.		
2.1.8.A.4 Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.		
2.1.8.B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.		
2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.		
2.1.8.B.3 Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.		
2.1.8.B.4 Analyze the nutritional values of new products and supplements.		
2.1.8.C.2 Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.		
2.1.8.C.3 Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.		
2.2.8.B.1 Predict social situations that may require the use of decision-making skills.		
2.2.8.B.2 Justify when individual or collaborative decision-making is appropriate.		
2.2.8.B.3 Analyze factors that support or hinder the achievement of personal health goals during different life stages.		

2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.

2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors

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)

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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.
- An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices.
- There are many short and long term health benefits and risks associated with nutritional choices.
- 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.

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 causes optimal growth and development?
- What makes a food healthy?
- How do you determine appropriate portion sizes?
- To what extent can we keep ourselves disease free? 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?

In this unit plan, the following 21st 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>		
21st Century Themes			21st Century Skills		
		Global Awareness		TE	Critical Thinking & Problem Solving
		Environmental Literacy			Creativity and Innovation
	T	Health Literacy		TE	Collaboration, Teamwork and Leadership
		Civic Literacy			Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy		TE	Communication and Media Fluency
				TE	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.

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

How to Investigate different case scenarios to determine how food choices/supplements impact total well-being.

How to evaluate the impact of marketing techniques of new nutritional products and supplements.

How to examine different methods to utilize a technological application to track and evaluate one's basal metabolic rate.

Students will be able to (do)...

Analyze and predict factors in certain social situations that may require the use of effective decision making strategies to ensure personal health and wellness

Evaluate and demonstrate the impact of effective decision making skills to increase healthy lifestyle choices and wellness throughout their lifetime.

Research (and design) a meal plan for a special case study (family background, special needs, dietary restrictions, etc.)

implementing new products or supplements

Assessment Evidence:

<p>Formative</p> <p>Analyze and predict factors in certain social situations that may require the use of effective decision making strategies to ensure personal health and wellness. 2</p> <p>Investigate different case scenarios and how food choices/supplements impact total well-being. 6</p> <p>Evaluate the impact of marketing techniques of new nutritional products and supplements. 7</p> <p>Identify and analyze the multiple factors (i.e. depression, eating disorders, and compulsive disorders) that may impact one's physical, social, emotional wellness. 11</p>	<p>Summative</p> <p>Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.</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>D</p>	<p>Consider how will the design will:</p> <p>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)?</p> <p>H=Hook all students and Hold their interest?</p> <p>E=Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?)</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
<p>Modifications</p> <p><u>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</u></p> <p>Individualized Education Plans (IEPs):</p> <ul style="list-style-type: none"> ⇒ Exemplars of varied performance levels ⇒ Multi-media presentations Consultation with ESL teachers ⇒ Manipulatives ⇒ Tiered/Scaffolded Lessons ⇒ Mnemonic devices ⇒ Visual aids ⇒ Modeling ⇒ Guided note-taking ⇒ Study Guides ⇒ Modified homework 	

⇒ Differentiated pre-typed class notes and example problems

Advanced/Gifted Students:

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Suggested Time Frame:

4-8 classes

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

Content Area:	Health	Grade(s) 7-8
Unit Plan Title:	Alcohol, Tobacco & Other Drugs	
Overview/Rationale		
All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.		
Standard(s)/Strands		
8 Every health-related decision has short- and long-term consequences and affects the ability to reach health goals		
8 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.		
8 There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.		
8 Substance abuse is caused by a variety of factors.		

8 The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.

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

2.2.8.B.1 Predict social situations that may require the use of decision-making skills.

2.3.8.A.1 Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.

2.3.8.A.2 Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse

2.3.8.B.1 Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.

2.3.8.B.2 Predict the legal and financial consequences of the use, sale, and possession of illegal substances.

2.3.8.B.3 Analyze the effects of all types of tobacco use on the aging process.

2.3.8.B.4 Compare and contrast smoking laws in New Jersey with other states and countries.

2.3.8.B.5 Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.

2.3.8.B.6 Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.

2.3.8.B.7 Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.

2.3.8.B.8 Analyze health risks associated with injected drug use.

2.3.8.C.1 Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.

2.3.8.C.2 Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.

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)

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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...

- Medicines must be used correctly in order to be safe and have 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?)

- 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?
- Why does one person become an addict and another does not?

In this unit plan, the following 21st 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 , T , A on the line before the appropriate skill.	
21 st Century Themes		21 st Century Skills	
	Global Awareness	TE	Critical Thinking & Problem Solving
	Environmental Literacy		Creativity and Innovation
T	Health Literacy	TE	Collaboration, Teamwork and Leadership
	Civic Literacy		Cross-Cultural and Interpersonal Communication

Financial, Economic, Business and Entrepreneurial Literacy

TE Communication and Media Fluency
TE 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.

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

How to analyze the varying effects of use, misuse, and abuse of over the counter, prescription, and illegal drugs have on different individuals.
How to identify the factors; such as peer pressure that influence teen alcohol/drug use.

Students will be able to (do)...

Describe the positive effects and the potential risks that may occur when one uses over the counter medicines, prescription drugs, and supplements.
Summarize the effects of alcohol/drug use on the body systems.

<p><i>How to investigate and analyze adverse consequences of the misuse and abuse of alcohol, tobacco, and other drugs.</i></p> <p><i>How to identify treatment options for substance abusers and evaluate one's ability to recognize and overcome negative risk factors in order to support a substance free lifestyle.</i></p>	<p><i>Compare and contrast how the effects of alcohol, tobacco, and other drugs vary in different people.</i></p> <p>Research school district policy/local/state laws governing drug and alcohol use</p>
Assessment Evidence:	
<p>Formative</p> <p><i>Describe the positive effects and the potential risks that may occur when one uses over the counter medicines, prescription drugs, and supplements 2</i></p> <p>Summarize the effects of alcohol and drug use on the body system 6</p> <p><i>Compare and contrast how the effects of alcohol, tobacco, and other drugs vary in different people 9</i></p> <p><i>Identify treatment options for substance abusers and evaluate one's ability to recognize and overcome negative risk factors in order to stay substance free 12</i></p>	<p>Summative</p> <p>Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.</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>D</p>	<p><i>Consider how will the design will:</i></p> <p>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)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?)</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
<p>Modifications</p> <p><u><i>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</i></u></p> <p><i>Individualized Education Plans (IEPs):</i></p> <p>⇒ Exemplars of varied performance levels</p>	

- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

Advanced/Gifted Students:

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Suggested Time Frame:

4-8 classes

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

Content Area:	Health	Grade(s) 7-8
Unit Plan Title:	Family Life	
Overview/Rationale		
All students will understand the various aspects of human relationships and sexuality assists in making good choices about healthy living.		
Standard(s)/Strands		
8 The values acquired from family, culture, personal experiences, and friends impact all types of relationships		
8 Personal lifestyle habits and genetics influence sexual development as well as overall growth patterns.		
8 Responsible actions regarding sexual behavior impact the health of oneself and others.		
8 Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.		
8 Early detection strategies assist in the prevention and treatment of illness or disease.		
8 Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one’s life and the lives of others.		
8 The prevention and control of diseases and health conditions are affected by many factors.		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
2.4.8.A.1 Predict how changes within a family can impact family members.		
2.4.8.A.2 Explain how the family unit impacts character development.		
2.4.8.A.3 Explain when the services of professionals are needed to intervene in relationships.		

- 2.4.8.A.4** Differentiate between affection, love, commitment, and sexual attraction.
- 2.4.8.A.5** Determine when a relationship is unhealthy and explain effective strategies to end the relationship.
- 2.4.8.A.6** Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.
- 2.4.8.B.1** Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.
- 2.4.8.B.2** Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
- 2.4.8.B.3** Compare and contrast methods of contraception used by adolescents and factors that may influence their use.
- 2.4.8.B.4** Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.
- 2.4.8.B.5** Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.
- 2.4.8.B.6** Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.
- 2.4.8.C.1** Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.
- 2.4.8.C.2** Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.
- 2.4.8.C.3** Determine effective strategies and resources to assist with parenting.
- 2.4.8.C.4** Predict short- and long-term impacts of teen pregnancy.
- 2.4.8.C.5** Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.
- 2.4.6.C.1** Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.
- 2.4.6.C.2** Identify the signs and symptoms of pregnancy.

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)

- 9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- 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 21st 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 , T , A on the line before the appropriate skill.	
21 st Century Themes		21 st Century Skills	
	Global Awareness	TE	Critical Thinking & Problem Solving
	Environmental Literacy		Creativity and Innovation
T	Health Literacy	TE	Collaboration, Teamwork and Leadership
	Civic Literacy		Cross-Cultural and Interpersonal Communication
	Financial, Economic, Business and Entrepreneurial Literacy	TE	Communication and Media Fluency
		TE	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.

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

Summarize the signs and symptoms of pregnancy and correlate prenatal care to the prevention of complications during pregnancy and childbirth. 7
Analyze the influences that hormones, nutrition, environment, and heredity have on the physical, social, and emotional aspects of the adolescent years. 7

Students will be able to (do)...

Evaluate how affection, love, and commitment relate to healthy relationships and the effect on one's wellness. 7
Evaluate contraceptive methods and factors that influence their use. 7
Discuss being a teenage parent and the effect it has on academic, social, and family life. 7

Assessment Evidence:

<p>Formative</p> <p>Evaluate how affection, love, and commitment relate to healthy relationships and how it affects one's wellness. 3</p> <p>Evaluate contraceptive methods and factors that influence their use. 7</p> <p>Analyze the influences that hormones, nutrition, environment, and heredity, have on the physical, social, and emotional aspects of adolescents. 10</p> <p>Discuss being a teenage parent and the effects it has on academic, social, and family life. 14</p> <p>Summarize the signs and symptoms of pregnancy and correlate prenatal care to the prevention of complications during pregnancy and childbirth. 15</p>	<p>Summative</p> <p>Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.</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>D</p>	<p>Consider how will the design will:</p> <p>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)?</p> <p>H=Hook all students and Hold their interest?</p> <p>E=Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?)</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
<p>Modifications</p> <p><u>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</u></p> <p>Individualized Education Plans (IEPs):</p> <ul style="list-style-type: none"> ⇒ Exemplars of varied performance levels ⇒ Multi-media presentations Consultation with ESL teachers ⇒ Manipulatives ⇒ Tiered/Scaffolded Lessons ⇒ Mnemonic devices ⇒ Visual aids ⇒ Modeling 	

- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

Advanced/Gifted Students:

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Suggested Time Frame:

4-8 classes

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

Content Area:	Health	Grade(s) 7-8
Unit Plan Title:	Community Health Skills	
Overview/Rationale		
All students will make use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.		
Standard(s)/Strands		
<p>8 The prevention and control of diseases and health conditions are affected by many factors.</p> <p>8 Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.</p> <p>8 Applying first-aid procedures can minimize injury and save lives.</p> <p>8 Social and emotional development impacts all components of wellness.</p> <p>8 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.</p> <p>8 Stress management skills impact an individual’s ability to cope with different types of emotional situations.</p> <p>8 Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.</p> <p>8 Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.</p> <p>8 Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.</p> <p>8 Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.</p> <p>8 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.</p> <p>8 Potential solutions to health issues are dependent on health literacy and available resources.</p> <p>8 Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.</p>		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
<p>2.1.8.C.1 Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.</p> <p>2.1.8.C.2 Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.</p> <p>2.1.8.C.3 Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.</p> <p>2.1.8.D.1 Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.</p> <p>2.1.8.D.2 Describe effective personal protection strategies used in public places and what to do when one’s safety is compromised.</p>		

- 2.1.8.D.3** Analyze the causes and the consequences of noncompliance with the traffic safety system.
- 2.1.8.D.4** Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.
- 2.1.8.E.1** Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
- 2.1.8.E.2** Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
- 2.1.8.E.3** Explain how culture influences the ways families and groups cope with crisis and change.
- 2.1.8.E.4** Compare and contrast stress management strategies that are used to address various types of stress-induced
- 2.2.8.A.1** Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.
- 2.2.8.A.2** Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
- 2.2.8.B.3** Analyze factors that support or hinder the achievement of personal health goals during different life stages.
- 2.2.8.C.1** Analyze strategies to enhance character development in individual, group, and team activities.
- 2.2.8.C.2** Analyze to what extent various cultures have responded effectively to individuals with disabilities.
- 2.2.8.C.3** Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.
- 2.2.8.D.1** Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.
- 2.2.8.D.2** Defend a position on a health or social issue to activate community awareness and responsiveness.
- 2.2.8.E.1** Evaluate various health products, services, and resources from different sources, including the Internet.
- 2.2.8.E.2** Compare and contrast situations that require support from trusted adults or health professionals.

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)

- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- 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...

- 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.
- Decision-making can be affected by a variety of influences that may not be in a person's best interest.
- 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?)

- 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?
- Why might educated people make poor health decisions?
- How do I overcome negative influences when making decisions about my personal health?
- 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 I inspire others to address health issues?

In this unit plan, the following 21 st 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 , T , A on the line before the appropriate skill.		
21 st Century Themes			21 st Century Skills		
		Global Awareness		TE	Critical Thinking & Problem Solving
		Environmental Literacy			Creativity and Innovation
	T	Health Literacy		TE	Collaboration, Teamwork and Leadership
		Civic Literacy			Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy		TE	Communication and Media Fluency
				TE	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.					
	TE	CRP1. Act as a responsible and contributing citizen and employee			
	E	CRP2. Apply appropriate academic and technical skills			
	TE	CRP3. Attend to personal health and financial well-being			
	TE	CRP4. Communicate clearly and effectively with reason			
	TE	CRP5. Consider the environmental, social and economic impacts of decisions			
	E	CRP6. Demonstrate creativity and innovation			
	E	CRP7. Employ valid and reliable research strategies			
	TE	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them			
	TE	CRP9. Model integrity, ethical leadership and effective management			
	TE	CRP10. Plan education and career paths aligned to personal goals			

E		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 how to.... Demonstrate the use of negotiation, refusal, and assertiveness skills when responding to various scenarios. (peer pressure, conflict). 7 Investigate different opportunities available and implement a plan that motivates volunteerism. Describe the components of the traffic safety system, how the participants contribute to its effectiveness, and what the causes and consequences are for not complying with traffic safety laws. 7		Students will be able to (do)... Develop methods and strategies that will promote character development in individual, group, and team environments. 7 Using technology develop a web-based glossary of health products, services, and resources. 7
Assessment Evidence:		
Formative Demonstrate the use of negotiation, refusal, and assertiveness skills when responding to various scenarios (peer pressure, conflict). 3 Develop methods and strategies that will promote character development in individual, group, and team environments. 6 Investigate different opportunities available and implement a plan that motivates volunteerism. 9 Using technology develop a web-based glossary of health products, services, and resources. 12 Describe the components of the traffic system, how the participants contribute to its effectiveness, and what the causes and consequences are for not complying with traffic safety laws. 18		Summative Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?		
<i>Instructional Strategies and Activities</i>	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	

D

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?

Modifications

Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)

Individualized Education Plans (IEPs):

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

Advanced/Gifted Students:

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Suggested Time Frame:	4-8 classes

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



6th GRADE PHYSICAL EDUCATION CURRICULUM

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

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 st Century... ..	3
Pacing Guide.....	4 – 5
Unit Guides.....	6 – 32
Unit 1 – PE: Wellness.....	6 - 11
Unit 2 – PE: Movement and Rhythm.....	12 - 16
Unit 3 – PE: Cooperative Activities.....	17 – 21
Unit 4 – PE: Individual Activities.....	22 – 26
Unit 5 – PE: Team Activities... ..	27 – 32

Acknowledgements

Dr. David Salvo	Superintendent
Dr. Toni Lehman	Director of Curriculum and Instruction
Jeffrey Ortman	Principal, Middle Township Middle School

High School Health and Physical Education Curriculum Work Committee

Robert Wishart, Jr.

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.

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 21st 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 21st Century

Health literacy is an integral component of 21st 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

<u>UNIT TITLE</u>	<u>ENDURING UNDERSTANDINGS</u>	<u>NJSLS</u>	<u>TIMEFRAME</u>
Unit 1 - Wellness	<ul style="list-style-type: none"> Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills. Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness. Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting 	2.6.6.A.4 2.6.6.A.5 2.6.6.A.6 2.6.6.A.7 2.6.6.B.4	25 days
Unit 2: Movement/Rhythm	<ul style="list-style-type: none"> Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments. Knowing and understanding concepts of movement will improve performance in a specific skill and provide a foundation for transfer of skills in a variety of sports and activities. 	2.5.6.A.1 2.5.6.A.2 2.5.6.A.4	25 days
Unit 3: Cooperative Activities	<ul style="list-style-type: none"> Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills. Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments. In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines. 	2.5.6.B.1 2.5.6.B.2 2.2.6.B.1	25 days

	<ul style="list-style-type: none"> Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting 		
Unit 4: Individual Activities	<ul style="list-style-type: none"> Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. 	2.5.6.A.2 2.5.6.B.1 2.5.6.B.2 2.5.6.C.1 2.5.6.C.2	25 days
Unit 5: Team Activities	<ul style="list-style-type: none"> 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. 	2.5.6.B.1 2.5.6.B.2 2.5.6.C.1 2.5.6.C.2 2.5.6.C.3	25 days
See Health Curriculum			26 - 32 days

Content Area:	Phys Ed	Grade(s) 6
Unit Plan Title:	Unit 1: Wellness	
Overview/Rationale		
<p>This unit is designed to promote lifelong fitness strategies and goals that will enhance the individual’s quality of life. Students will participate in a variety of fitness related activities and programs which promote muscular and cardiovascular endurance. Students will utilize assessment data to create individual fitness portfolios.</p>		
Standard(s)/Strands		
<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.</p> <p>STRAND A. Fitness and Physical Activity</p> <p>STANDARD 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p>STRAND B. Decision-Making and Goal Setting</p>		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
<p>2.6.6.A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.</p> <p>2.6.6.A.5 Relate physical activity, healthy eating, and body composition to personal fitness and health.</p> <p>2.6.6.A.6 Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.</p> <p>2.6.6.A.7 Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.</p> <p>2.2.6.B.4 Apply personal health data and information to support achievement of one’s short- and long-term health goals.</p>		
Technology Standard(s)		
<p>8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.</p> <p>Advocate and practice safe, legal, and responsible use of information and technology.</p> <p>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.</p>		

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...

- Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.
- Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.
- Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting

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

- How can understanding movement concepts improve my performance?
- How can I make movement more interesting, fun, and enjoyable?
- How does my use of movement influence that of others?
- What is the minimum amount of exercise I can do to stay physically fit?
- How do I develop an appropriate personal fitness program and find the motivation to commit to it?

In this unit plan, the following 21st 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, T, A on the line before the appropriate skill.

21 st Century Themes			21 st Century Skills		
		Global Awareness		TE	Critical Thinking & Problem Solving
		Environmental Literacy			Creativity and Innovation
	T	Health Literacy		TE	Collaboration, Teamwork and Leadership
		Civic Literacy			Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy		TE	Communication and Media Fluency
				TE	Accountability, Productivity and Ethics
<p>In this unit plan, the following Career Ready Practices are addressed:</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>					
	TE	CRP1. Act as a responsible and contributing citizen and employee			
	E	CRP2. Apply appropriate academic and technical skills			
	TE	CRP3. Attend to personal health and financial well-being			
	TE	CRP4. Communicate clearly and effectively with reason			
	TE	CRP5. Consider the environmental, social and economic impacts of decisions			
	E	CRP6. Demonstrate creativity and innovation			
	E	CRP7. Employ valid and reliable research strategies			
	TE	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them			
	TE	CRP9. Model integrity, ethical leadership and effective management			
	TE	CRP10. Plan education and career paths aligned to personal goals			
	E	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 how to....

- Identify the personal, social, and environmental factors that impact fitness and personal health.
- Describe and apply the FITT (Frequency, Intensity, Time, Type) principle to improve personal fitness.
- Relate physical activity, healthy eating, and body composition to personal fitness and health

Students will be able to (do)...

- Define the differences between skill and health related fitness and explain how the respective components can be enhanced through practice / training.
- Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness
- Using an assessment of one's personal fitness level, develop a personal physical activity program.
- Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health

Assessment Evidence:

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

Visual Observation

Participation

Presentation

- Identifies the personal, social, and environmental factors that impact physical fitness and personal health
- Understands the difference between skill and health related fitness and can implement them into practice/training
- Understands the use of a fitness assessment as a baseline to develop a physical activity program
- Understands how the FITT principle can be applied to improve

Summative: (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

Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.

personal fitness	
<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> <i>D</i>	<p>Consider how will the design will:</p> <p>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)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?)</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
Personalized Physical Fitness Portfolio	<p>Activity: Students will be expected to create a list of various personal, social, and environmental factors that impact their fitness. Students must be cognizant of their unique environment and situation along with considering the broader community. They must include a brief definition / explanation of the factor. If students articulate the factor along with providing concrete examples, they will have demonstrated comprehensive understanding.</p> <ul style="list-style-type: none"> • For example: Environmental factor- limited, safe open space. Living in an apartment complex limits the space I can run outside safely. Therefore, one option I may have is instead of taking the elevator I can walk the steps to my apartment to help with my cardiovascular fitness • For example: Personal factor- Family history of heart disease. Being cognizant that heart disease is a personal factor, physical activity and proper nutrition are very important in attaining health and wellness.
Skill versus Health-Related Fitness Components	<p>Activity:</p> <ul style="list-style-type: none"> • Students will identify a minimum of 3 health and 3 skill related fitness components they would like to improve upon in their physical activity program. They must list the component, define it, and then suggest a minimum of 2 activities / exercises they can do to personally improve in that area. • For example: Skill related fitness – agility, the ability to change direction quickly and efficiently. I will work on my agility by jumping rope forward and backward for 1 minute 5 times a day, I will run a fitness ladder up and back 4 times 2 days per week.

	<ul style="list-style-type: none"> • For example: Health related fitness- muscular endurance, ability to perform many repetitions of an exercise with little or no resistance (weight). I will work on my muscular endurance by developing a push-up program which increases incrementally as well as developing an abdominal work out program to improve my core strength.
Fitness Test Scores Report and Identification of Areas for Improvement	<p>Activity:</p> <ul style="list-style-type: none"> • Students will be expected to include their personal scores from the fitness tests administered in class throughout the school year. If fitness testing is conducted at different points during the school year, including all scores is necessary. After reporting scores students must critically analyze and identify the area(s) that they would like to improve upon. The improvement areas suggested will then be highlighted in the personalized physical activity program included later in the portfolio. • For example: My Sit and Reach score was an 8. I could definitely improve in this area and will include regular daily stretching in my personal physical activity program. • For example: My cardiovascular fitness level is below my target zone. I could improve my cardiovascular fitness by developing a physical activity program which increases the time and varies the type of cardiovascular exercise.
Personalized Physical Activity Program	<p>Activity:</p> <ul style="list-style-type: none"> • Students will create a personal physical activity program implementing the FITT principle, areas they want to improve upon based on their fitness testing, and skill and health related fitness components. The program will be completed using a specified template provided electronically to the students. Students may complete the template online or print it out.

Modifications

Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)

Individualized Education Plans (IEPs):

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides

- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

Advanced/Gifted Students:

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Resources

<http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe6u1.pdf>

Suggested Time Frame:

30 days

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

Content Area:	Physical Education	Grade(s) 6
Unit Plan Title:	Unit 2: Movement Education/Rhythm	
Overview/Rationale		
This unit is designed to promote movements that are mechanically correct and promote sequences of mechanically correct skills.		
Standard(s)/Strands		
<p>STANDARD 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>STRAND A. Movement Skills and Concepts</p>		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
<p>2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</p> <p>2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one’s movement performance.</p>		
Technology Standard(s)		
<p>8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.</p> <p>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.</p> <p>8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.</p> <p>8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property. Exhibit leadership for digital citizenship.</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p> <p>8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.</p>		
Interdisciplinary Standard(s)		
<p>RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>		

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...

- Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting
- Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments.
- Knowing and understanding concepts of movement will improve performance in a specific skill and provide a 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 can understanding movement concepts improve my performance?
- How can I make movement more interesting, fun, and enjoyable?
- How does my use of movement influence that of others?

In this unit plan, the following 21st 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>	
21st Century Themes		21st Century Skills	
<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"/>	Health Literacy	<input type="checkbox"/>	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.

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

- Mechanically correct movement skills and provide specific and appropriate feedback to correct errors in execution.

Students will be able to (do)...

- Explain and demonstrate movements that combine mechanically correct movement sequences. (i.e lay-up, aerobic routine, dance)
- Compare and contrast how various movements skills are affected by a change in force and motion. (i.e. weight transfer, power, speed, and agility).

Assessment Evidence:	
<p>Formative: (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> <ul style="list-style-type: none"> • Explain and demonstrate movements that contain mechanically correct movement sequences • Compare and contrast how various movement skills are affected by a change in force and motion (i.e. weight transfer, power, speed, agility) • Identify mechanically correct movement skills and provide specific and appropriate feedback to correct errors 	<p>Summative: (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</p> <p>Skill Rubrics Written Rubrics on identified activities</p> <p>Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.</p>
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
<p>Instructional Strategies and Activities</p> <p>D</p>	<p>Consider how will the design will:</p> <p>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)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?)</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
<p>Obstacle/Movement Course</p>	<p>Activity:</p> <p>Teacher will design an obstacle / movement course* that incorporates a variety of movement skills. Students will complete the course 3 separate times accommodating for feedback received from a partner after each attempt. Upon completion, students will write a reflection explaining movements and their</p>

	mechanical correctness as well as comparing and contrasting how they changed their performance to accommodate for changes in force and motion.
Modifications <u>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</u>	
<i>Individualized Education Plans (IEPs):</i> <ul style="list-style-type: none"> ⇒ Exemplars of varied performance levels ⇒ Multi-media presentations Consultation with ESL teachers ⇒ Manipulatives ⇒ Tiered/Scaffolded Lessons ⇒ Mnemonic devices ⇒ Visual aids ⇒ Modeling ⇒ Guided note-taking ⇒ Study Guides ⇒ Modified homework ⇒ Differentiated pre-typed class notes and example problems <i>Advanced/Gifted Students:</i> <ul style="list-style-type: none"> ⇒ Open-ended responses ⇒ Curriculum Compacting ⇒ Advanced problems to extend the critical thinking skills of advanced learner ⇒ Supplemental reading material for independent study ⇒ Flexible grouping ⇒ Tiered assignments 	
Resources	
http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe6u2.pdf	
Suggested Time Frame:	30 days

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

Content Area:	Physical Education	Grade(s) 6
Unit Plan Title:	Unit 3: Cooperative Games	
Overview/Rationale		
This unit is designed to promote and emphasize group participation and team work, while providing physical challenges that increase fitness levels through cooperative games. These cooperative games are designed to increase the children's' self-esteem, feelings of acceptance by the group, and sense of trust while encouraging team-work, creative thinking, leadership, and problem solving.		
Standard(s)/Strands		
STANDARD 2.5: Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. STRAND B: Strategy		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. 2.5.6.B.2 Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. 2.2.6.B.1 Use effective decision-making strategies.		
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. Advocate and practice safe, legal, and responsible use of information and technology. 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...

- Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.
- Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments.
- In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines.
- Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting

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

- How can understanding movement concepts improve my performance?
- Why do I have to show good sportsmanship and follow the rules when others do not?
- How does my use of movement influence that of others?

In this unit plan, the following 21st Century themes and skills are addressed:

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

		Civic Literacy			Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy	TE		Communication and Media Fluency
			TE		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.					
	TE	CRP1. Act as a responsible and contributing citizen and employee			
	E	CRP2. Apply appropriate academic and technical skills			
	TE	CRP3. Attend to personal health and financial well-being			
	TE	CRP4. Communicate clearly and effectively with reason			
	TE	CRP5. Consider the environmental, social and economic impacts of decisions			
	E	CRP6. Demonstrate creativity and innovation			
	E	CRP7. Employ valid and reliable research strategies			
	TE	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them			
	TE	CRP9. Model integrity, ethical leadership and effective management			
	TE	CRP10. Plan education and career paths aligned to personal goals			
	E	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....			Students will be able to (do)...		
<ul style="list-style-type: none">Appropriate critical thinking and decision making skills necessary in individual and collaborative activities.			<ul style="list-style-type: none">Describe and implement cooperative strategies in a variety of activities and sports.		

<ul style="list-style-type: none"> • How positive mental attitudes, competent skill levels and teamwork may affect cooperative strategies in individual and team activities. • Strategies used to impact individual and team effectiveness and make modifications for improvement. • Effective decision-making strategies. 	<ul style="list-style-type: none"> • Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities • How to use effective decision-making strategies.
Assessment Evidence:	
<p>Formative: <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>Determines appropriate critical thinking and decision making skills in individual and collaborative activities. Describe and implement cooperative strategies in a variety of activities and sports. Describe how positive mental attitudes, competent skill levels, and teamwork may affect cooperative strategies in individual and team activities.</p>	<p>Summative: <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> ***Attach all Benchmarks</p> <p>Skill Rubrics Written Rubrics on identified activities</p> <p>Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.</p>
Teaching and Learning Actions: <i>(What learning experiences and instruction will enable students to achieve the desired results?)</i>	
<p><i>Instructional Strategies and Activities</i></p> <p>D</p>	<p>Consider how will the design will:</p> <p>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)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=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?
Cooperative Challenge	Activity: Teacher will get students into groups of 4-5. Each group will have a designated set of equipment (examples of equipment include, but are not limited to, carpet squares, scooter, jump ropes, poly spots, hula hoop, folding mat, whiffle ball bat, racquet [not to be stepped on] bean bags). Groups are challenged to transport their entire group across the gym without touching the gym floor. The teacher can increase the difficulty of the task with challenges by limiting the type of communication, putting barriers on the gym floor, taking away certain pieces of equipment, or increasing the area that needs to be crossed. Students will complete reflection questions.
Human Knot	Activity: Teacher will have students in a circle of about 6-8 standing shoulder to shoulder. Each student raises their right hand and holds the hand of a student across the circle from them. They then will do the same with their left hand and take the hand of a different student. Teacher needs to make sure that students are holding the hand of two different students and not student directly next to them. Students are then challenged to untangle themselves without releasing hands. Once groups are untangled, the teacher creates larger groups and encourages students to strategize prior to beginning the activity. The teacher can increase the difficulty of the activity by making groups larger and implementing different constraints including, not allowing verbal communication, blindfolding, or having students untangle simultaneously. Students will complete reflection questions.

Modifications

Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)

Individualized Education Plans (IEPs):

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework

⇒ Differentiated pre-typed class notes and example problems

Advanced/Gifted Students:

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Resources

<http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe6u3.pdf>

Suggested Time Frame:

30 days

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

Content Area:	Physical Education	Grade(s) 6
Unit Plan Title:	Unit 4: Individual Activities	
Overview/Rationale		
This unit is designed to promote cooperative strategies and goals that will enhance the individual’s skills and communication Students will participate in a variety of individual and partner related activities and skills for recreational activities		
Standard(s)/Strands		
STANDARD 2.5: Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. STRAND A: Movement Skills and Concepts STRAND B: Strategy STRAND C: Sportsmanship, Rules, and Safety		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. 2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and teamactivities. 2.5.6.B.2 Compare and contrast strategies usedto impact individual and team effectiveness and make modifications for improvement. 2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. 2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe howthey enhance participation and safety.		
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. Advocate and practice safe, legal, and responsible use of information and technology. 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.

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

- How does effective and appropriate movement affect wellness?
- How can I make movement more interesting, fun, and enjoyable?
- How does my use of movement influence that of others?
- What is the minimum amount of exercise I can do to stay physically fit?

In this unit plan, the following 21st 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 , T , A on the line before the appropriate skill.	
21 st Century Themes		21 st Century Skills	
<input type="checkbox"/>	T	<input type="checkbox"/>	TE
	Global Awareness		Critical Thinking & Problem Solving
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	E
			Creativity and Innovation
<input type="checkbox"/>	T	<input type="checkbox"/>	TE
	Health Literacy		Collaboration, Teamwork and Leadership
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	
			Cross-Cultural and Interpersonal Communication

Financial, Economic, Business and Entrepreneurial Literacy

TE Communication and Media Fluency

TE 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.

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

- Individual tactical strategies that will impact the quality of performance in individual and dual activities.
- Concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.

Students will be able to (do)...

- Identify and demonstrate the use of various shots / skills used during practice / game play.
- Demonstrate and fairly enforce various rules during game play exhibiting appropriate sportsmanship.
- Apply rules and procedures for specific games, sports, and other

<ul style="list-style-type: none"> How certain individual or dual activities may contribute to achieving a healthy lifestyle. (healthy eating, body composition, physical activity) Roles and responsibilities of players and observers and strategies to enhance sportsmanship-like behavior. 	<p>competitive activities and describe how they enhance participation and safety.</p> <ul style="list-style-type: none"> Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
Assessment Evidence:	
<p>Formative: <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>Identify individual tactical strategies that will impact the quality of performance in individual and dual activities. 1 Identify and demonstrate the use of various shots/skills used during practice/game play. 4 Demonstrate and fairly enforce various rules during game play exhibiting appropriate sportsmanship. 7 Identify how certain individual or dual activities may contribute to achieving a healthy lifestyle (healthy eating, body composition, physical activity)</p>	<p>Summative: <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> ***Attach all Benchmarks</p> <p>Skill Rubrics Written Rubrics on identified activities</p> <p>Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.</p>
Teaching and Learning Actions: <i>(What learning experiences and instruction will enable students to achieve the desired results?)</i>	
<p><i>Instructional Strategies and Activities</i></p> <p>D</p>	<p>Consider how will the design will:</p> <p>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)?</p> <p>H=Hook all students and Hold their interest?</p> <p>E=Equip students, help the Experience the key ideas and Explore the issue?</p>

	<p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?)</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
Bowling School	<p>Activity: Students begin with a full set of ten pins and will attempt to knock down all ten pins with 2 rolls. If they knock down all 10 they get to advance to the next grade which is 9 pins, once they knock down all 9 pins with 2 rolls, they advance to 8 pins and so forth until you get down to trying for only 1 pin. Students should be reflecting on different types of strategies they could implement to be more effective in knocking down the pins as they progress in the activity. Students will complete reflection questions.</p> <p>Modifications for increasing challenge:</p> <ol style="list-style-type: none"> 1. You can start with just 1 pin and build up 2. You can set up difficult shots such as a 7-10 split which would count as an “honors” course
Pickleball Stations	<p>Activity: The gym will be split up into 5 stations with task cards at each station. Students will work in partners for each station. Students will complete chart.</p> <p>*Previous instruction should be delivered regarding the lead up skills and rules governing pickle ball.</p> <p>Station 1: Forehands and backhands to targets on the wall</p> <p>Station 2: 3 minute single games</p> <p>Stations 3: Serving – drive serve and lob serve</p> <p>Station 4: Volley with a partner (on a court across a net or just across a line on the gym floor)</p> <p>Station 5: Doubles games – can make it just 4 minutes if more than 4 players to a court</p>
Healthy Lifestyle Activity	<p>Activity: Students will identify how certain individual or dual activities may contribute to a healthy lifestyle. Students will answer questions and complete chart.</p>
<p>Modifications</p> <p><u>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</u></p> <p>Individualized Education Plans (IEPs):</p> <ul style="list-style-type: none"> ⇒ Exemplars of varied performance levels ⇒ Multi-media presentations Consultation with ESL teachers ⇒ Manipulatives ⇒ Tiered/Scaffolded Lessons ⇒ Mnemonic devices 	

- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

Advanced/Gifted Students:

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Resources

<http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe6u4.pdf>

Suggested Time Frame:

30 days

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

Content Area:	Physical Education	Grade(s) 6
Unit Plan Title:	Unit 5: Team Activities	
Overview/Rationale		
This unit is designed for students to engage in various team sports and activities that enhance the total development and well-being of the individual by providing students the opportunity to participate in a variety of sports and sport related activities for fun, fitness, and leisure.		
Standard(s)/Strands		
STANDARD 2.5: Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. STRAND B: Strategy STRAND C: Sportsmanship, Rules, and Safety		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. 2.5.6.B.2 Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. 2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. 2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. 2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures.		
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 can understanding movement concepts improve my performance?
- How can I make movement more interesting, fun, and enjoyable?
- 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 21st Century themes and skills are addressed:

Check all that apply.

21st Century Themes

*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.*

21st Century Skills

	T	Global Awareness		TE	Critical Thinking & Problem Solving
		Environmental Literacy		E	Creativity and Innovation
	T	Health Literacy		TE	Collaboration, Teamwork and Leadership
		Civic Literacy			Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy		TE	Communication and Media Fluency
				TE	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.

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

<i>Students will know....</i>	<i>Students will be able to (do)...</i>
<ul style="list-style-type: none"> ❑ Strategies that are used to improve individual effectiveness during team games and activities. ❑ Historical origins of games, rules, and safety and compare them to the rules and safety of current team activities and sports. ❑ Rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. ❑ There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations. ❑ There is a strong cultural, ethnic, and historical background associated with competitive sports and dance. ❑ Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. 	<ul style="list-style-type: none"> ❑ Create and demonstrate offensive and defensive strategies and plays in a variety of game settings (i.e. different defenses etc.). ❑ Demonstrate rules and procedures that promote sportsman-like behaviors, participation, and safety during team activities and games. ❑ Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities ❑ Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
Assessment Evidence:	
<p>Formative: <i>(Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)</i></p> <p><i>Visual Observation</i> <i>Participation</i> <i>Presentation</i></p> <p>Create and demonstrate offensive and defensive plays in a variety of game settings (i.e. different defenses etc.) Compare and contrast strategies that are used to improve individual effectiveness during team games and activities</p>	<p>Summative: <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> ***Attach all Benchmarks</p> <p><i>Skill Rubrics</i> <i>Written Rubrics on identified activities</i></p> <p>Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson</p>

<p>Demonstrate rules and procedures that promote sportsman-like behaviors, participation, and safety during team activities and games.</p> <p>Identify the historical origins of games, rules, and safety and compare them to the rules and safety of current team activities and sports</p>	<p>plans.</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><i>D</i></p>	<p>Consider how will the design will:</p> <p>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)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?)</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
<p><i>Play Book Creation and Execution</i></p>	<p>Activity: “Play Book Creation and Execution” in football</p> <p>**Prior to this assessment the teacher should have taught the students basic pass patterns used in football (square in, square out, button-hook, slant, post, hook and ladder)</p> <ol style="list-style-type: none"> Students will work with a partner and create 2 plays utilizing pass patterns learned. Students should create plays for teams of 4 (3 receivers and 1 quarterback) <ul style="list-style-type: none"> Plays need to be named and diagrammed with all 4 players having a role. Once those 2 plays are created, partners will then pair up with another set of partners creating a team of 4 players. As a group of 4, they will then create 2 new original plays, identifying routes, a play name etc. Teams have now created a “playbook” including 6 plays in total. Teams will then practice their plays on the field with no defense and then with ½ defense In a mini-game format (4 v 4) teams will execute their plays while the teacher assesses them. The teacher can call the specific plays the teams should run and compare execution to what is written in the playbook. Students will then individually complete the effectiveness assessment at the bottom of the sheet based on their performance.

Playbook Assessment Sheet	Activity: During game play students will compare and contrast effective strategies as well as demonstrate knowledge of the rules leading to safe and sportsman like behaviors by completing the assessment sheet and reflection questions.
Project on Sport	Activity: 1. Students will work in partners or groups of 3 and research one of the sports listed below. 2. Research on the sport should include, but is not limited to: historical origins and development of the sport, rules, equipment, field of play, list of skills needed, explanation / demonstration of the game. 3. Students will create a poster board or visual presentation highlighting the various interesting aspects of the sport. 4. Students will then present one of the skills or a mini activity to the class for the class to participate in. Potential Sports include: 5. Lacrosse, Rugby, Soccer, Field Hockey, Basketball, Volleyball, Cricket, Team Handball, Baseball Speedball, Football

Modifications

Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)

Individualized Education Plans (IEPs):

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

Advanced/Gifted Students:

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study

⇒ Flexible grouping ⇒ Tiered assignments	
Resources	
http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe6u5.pdf	
Suggested Time Frame:	30 days

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



7th and 8th GRADE
PHYSICAL EDUCATION
CURRICULUM

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

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 st Century... ..	3
Pacing Guide.....	4 – 5
Unit Guides.....	6 – 37
Unit 1 – PE: Wellness.....	6 - 11
Unit 2 – PE: Movement and Rhythm.....	12 - 17
Unit 3 – PE: Cooperative Activities.....	18 – 24
Unit 4 – PE: Individual Activities.....	25 – 30
Unit 5 – PE: Team Activities... ..	31 – 37

Acknowledgements

Dr. David Salvo
Dr. Toni Lehman

Jeffrey Ortman

Superintendent
Director of Curriculum and Instruction

Principal, Middle Township Middle School

High School Health and Physical Education Curriculum Work Committee

Robert Wishart, Jr.

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.

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 21st 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 21st Century

Health literacy is an integral component of 21st 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

<u>UNIT TITLE</u>	<u>ENDURING UNDERSTANDINGS</u>	<u>NJSLS</u>	<u>TIMEFRAME</u>
Unit 1 - Wellness	<ul style="list-style-type: none"> Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills. Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness. Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting 	2.6.8.A.1 2.6.8.A.2 2.6.8.A.3 2.6.8.A.4 2.6.8.A.5 2.6.8.A.6 2.1.8.A.1 2.1.8.B.2 2.2.8.B.3	26 - 30 days
Unit 2: Movement/Rhythm	<ul style="list-style-type: none"> Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments. Knowing and understanding concepts of movement will improve performance in a specific skill and provide a foundation for transfer of skills in a variety of sports and activities. 	2.5.8.A.1 2.5.8.A.2 2.5.8.A.3 2.5.8.A.4 2.5.8.C.3	26 - 30 days
Unit 3: Cooperative Activities	<ul style="list-style-type: none"> Knowing and understanding concepts of movement will improve performance in a specific skill and provide a 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 games situations. In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines. 	2.5.8.B.1 2.5.8.B.2 2.5.8.B.3	26 - 30 days
Unit 4: Individual Activities	<ul style="list-style-type: none"> Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills. 	2.5.8.A.2 2.5.8.B.1 2.5.8.B.2	26 - 30 days

	<ul style="list-style-type: none"> • Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments. • Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting. • Implementing effective offensive, defensive, and cooperative strategies is necessary for all players to be successful in games situations. • In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate. 	2.5.8.B.3 2.5.8.C.1 2.5.8.C.2 2.6.8.A.4	
Unit 5: Team Activities	<ul style="list-style-type: none"> • Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills. • Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments. • Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting. • Knowing and understanding concepts of movement will improve performance in a specific skill and provide a 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 games situations. • In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines 	2.5.8.B.1 2.5.8.B.2 2.5.8.B.3 2.5.8.C.1 2.5.8.C.2 2.6.8.A.4	26 - 30 days
See Health Curriculum			26 - 30 days

Content Area:	Physical Education	Grade(s)7-8
Unit Plan Title:	Unit 1 - Wellness	
Overview/Rationale		
This unit is designed to promote lifelong fitness strategies and goals that will enhance the individual’s quality of life. Students will participate in a variety of fitness related activities and programs which promote muscular and cardiovascular endurance. Students will utilize assessment data to create individual fitness portfolios.		
Standard(s)/Strands		
<p>STANDARD 2.1: Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>STRAND A: Personal Growth and Development</p> <p>STRAND B: Nutrition</p> <p>STANDARD 2.2: Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p>STRAND B: Decision-Making and Goal Setting</p> <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.</p> <p>STRAND A: Fitness and Physical Activity</p>		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
<p>2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physicalactivity.</p> <p>2.6.8.A.2 Use health data to develop and implement a personal fitness plan and evaluate itseffectiveness.</p> <p>2.6.8.A.3 Analyze how medical and technological advances impact personal fitness.</p> <p>2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.</p> <p>2.6.8.A.5 Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.</p> <p>2.6.8.A.6 Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances</p> <p>2.1.8.A.1 Assess and apply health data to enhance each dimension of personal wellness.</p> <p>2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.</p> <p>2.2.8.B.3 Analyze factors that support or hinder the achievement of personal health goals during different life stages.</p>		

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...

- Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.
- Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments.
- Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.
- Knowing and understanding concepts of movement will improve performance in a specific skill and provide a 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 games situations.

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

- How can understanding movement concepts improve my performance?
- How can I make movement more interesting, fun, and enjoyable?
- How does my use of movement influence that of others?
- To what extent does strategy influence performance and competitive games and activities?
- Why do I have to show good sportsmanship and follow the rules when others do not?

In this unit plan, the following 21st Century themes and skills are addressed:

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

	TE	CRP1. Act as a responsible and contributing citizen and employee
	E	CRP2. Apply appropriate academic and technical skills
	TE	CRP3. Attend to personal health and financial well-being
	TE	CRP4. Communicate clearly and effectively with reason
	TE	CRP5. Consider the environmental, social and economic impacts of decisions

	E	CRP6. Demonstrate creativity and innovation
	E	CRP7. Employ valid and reliable research strategies
	TE	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	TE	CRP9. Model integrity, ethical leadership and effective management
	TE	CRP10. Plan education and career paths aligned to personal goals
	E	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?)		
<i>Students will know....</i>		<i>Students will be able to (do)...</i>
<ul style="list-style-type: none"> • Short and long term benefits (physical, social, emotional) of regular physical activity and how they may change during one's lifetime. 7 • How advances in technology may be used to improve personal fitness using the primary principles of training (FITT). 7 • How to use personal health data (HR monitors, pedometers, fitness assessments) to create and implement a comprehensive health and fitness program (wellness) applying the FITT principles. 8 • Healthy ways for adolescents to lose, gain, or maintain weight. 7,8 		<ul style="list-style-type: none"> • Define body composition and identify healthy strategies for gaining, maintaining or losing weight safely (such as applying healthy eating principles, modifying lifestyle behaviors, and increasing physical activity). 7 • Determine and evaluate the short and long term effects, including the consequences, of the use and abuse of anabolic steroids and other performance enhancing drugs. (i.e. physical, behavioral, legal, and ethical) 8 • Assess and apply health data to enhance each dimension of personal wellness. 7,8
Assessment Evidence:		
<i>Formative:</i> (Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?) <i>Visual Observation</i>		<i>Summative:</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?) *** Attach all Benchmarks

<p><i>Participation Presentations</i></p> <p>Understands that regular physical activity plays a role in physical, social, and emotional health throughout one's lifetime. 2 Understands body composition and identifies healthy strategies for weight management (gaining, maintaining, losing weight) 5 Utilizes technology (HR monitors, pedometers, etc.) to determine how the FITT principle can impact overall personal fitness 7</p>	<p><i>Skill Rubrics</i></p> <p><i>Written Rubrics on identified activities</i></p> <p>Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.</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><i>D</i></p>	<p>Consider how will the design will:</p> <p>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)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?)</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
<p>7th Grade</p> <p>Analyzing Benefits of Physical Activity</p>	<p>Activity:</p> <p>Identify short and long term physical, social, and emotional benefits of regular physical activity. Create a chart analyzing what participation in physical activity does for the body throughout the lifetime. Identify how different amounts of physical activity benefit ones physical, social, and emotional wellness. They will track the activity of 2 members of their family and reflect upon what engagement in physical activity is doing for their physical, social, and emotional wellness specifically at each stage.</p>
<p>7th Grade</p> <p>Eating Plan</p>	<p>Activity:</p> <p>A personalized food diary and eating plan. Students will track their eating and then, using information learned in class, they will examine their eating habits. Each students will identify how diet eating habits and physical activity may affect body composition. All students will create a meal plan, following the *MyPlate.gov guidelines that they will follow and reflect upon. They may also make recommendations for increasing physical activity and</p>

	<p>personal fitness based upon information learned during class (more aerobic vs. anaerobic for weight loss, varying reps vs. sets when weight training, etc.).</p> <p>* http://www.choosemyplate.gov/</p>
<p>7th Grade</p> <p>Activity Log</p>	<p>Activity:</p> <p>Students will wear pedometers and / or heart rate monitors or other technology available within the district to track and log their activity levels during PE class. The information will then be analyzed and recommendations will be applied to using the FITT principle to improve performance.</p>
<p>8th Grade</p> <p>Health/Fitness Plan Project</p>	<p>Activity:</p> <p>Specifically this project will include the following:</p> <p>Students will analyze the application of personal health data to create an overall fitness/ wellness plan that highlights training using the FITT principle and proper eating for physical activity. While following the plan, and upon completion of the unit, students will reflect upon changes they see in themselves along with the effectiveness of the plan. They may also make suggestions for changes to their plan during the training phase or upon reflection at the completion.</p>
<p>8th Grade</p> <p>PSA Poster</p>	<p>Activity:</p> <p>Students will create informational posters to be displayed in the gymnasium discussing the use of anabolic steroids and contrasting it with healthy means of training. The effects of steroids will be discussed specifically diagnosing what steroids do to different body systems.</p> <p>Students will create public service announcements utilizing technology portraying the consequences of using steroids. PSAs may highlight all of the consequences or groups of students may be assigned a specific consequence (ethical, legal, behavioral, or physical) about which to create a PSA.</p>

Modifications

Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)

Individualized Education Plans (IEPs):

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling

- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

Advanced/Gifted Students:

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Resources

7th Grade: <http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe7u1.pdf>

8th Grade: <http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe8u1.pdf>

Suggested Time Frame:

26 - 30 days

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

Content Area:	Physical Education	Grade(s) 7-8
Unit Plan Title:	Unit 2: Movement Education/Rhythm	
Overview/Rationale		
This unit is designed to promote movements that are mechanically correct and promote sequences of mechanically correct skills.		
Standard(s)/Strands		
STANDARD 2.5: Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. STRAND A: Movement Skills and Concepts STRAND C: Sportsmanship, Rules, and Safety		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). 2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. 2.5.8.A.3 Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance). 2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills. 2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.		
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...

- Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting
- Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments.
- Knowing and understanding concepts of movement will improve performance in a specific skill and provide a 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 can understanding movement concepts improve my performance?
- How can I make movement more interesting, fun, and enjoyable?
- How does my use of movement influence that of others?

In this unit plan, the following 21st 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 , T , A on the line before the appropriate skill.	
21 st Century Themes		21 st Century Skills	
<input type="checkbox"/> T	Global Awareness	<input type="checkbox"/> TE	Critical Thinking & Problem Solving
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E	Creativity and Innovation

T	Health Literacy	TE	Collaboration, Teamwork and Leadership
	Civic Literacy		Cross-Cultural and Interpersonal Communication
	Financial, Economic, Business and Entrepreneurial Literacy	TE	Communication and Media Fluency
		TE	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.

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

- The influence that different world cultures have on games, sport, and dance. 8

Students will be able to (do)...

- Explain and apply concepts of force and motion (weight transfer, power, speed, agility) to changing environments (i.e games, sports and

	<p>dance). 7</p> <ul style="list-style-type: none"> • Create and demonstrate a planned movement sequence that includes changes in force, motion and tempo in various physical activities (i.e. games, sports, dance). 7 • Demonstrate a planned movement sequence that incorporates feedback from teachers and peers. 8
Assessment Evidence:	
<p>Formative: <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 Presentations</p> <ul style="list-style-type: none"> • Demonstrate a planned movement sequence that incorporates feedback from teachers and peers • Identify, describe and celebrate the influence that different world cultures have on games, sports and dance 	<p>Summative: <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?) ***Attach all Benchmarks</i></p> <p>Skill Rubrics Written Rubrics on identified activities</p> <p>Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.</p>
Teaching and Learning Actions: <i>(What learning experiences and instruction will enable students to achieve the desired results?)</i>	
<p>Instructional Strategies and Activities</p> <p>D</p>	<p>Consider how will the design will:</p> <p>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)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p>

	<p>T=be Tailored (personalized to the different needs, interests and abilities of learners?)</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
<p>7th Grade</p> <p><i>Concepts of Force and Motion in a Changing Environment</i></p>	<p>Activity: Integrating technology, students will either be videotaped* during game play or will view a demonstration video and will analyze a portion of the game highlighting concepts of force and motion. * (http://www.coachseye.com is an interactive application that could be used on a smart phone or tablet to video tape and review performance)</p> <p>Example: Team Handball: Students will analyze the effects of force and motion on on- ball and off- the- ball movement at full and half speed, shooting on goal applying power and changing levels, dodging defenders (agility), passing long and short.</p>
<p>7th / 8th Grade</p> <p><i>Planned and Performed Movement Sequences</i></p>	<p>Activity: In groups, students will be provided with a list of skills. They will need to analyze the various parts of the skill and then create a movement sequence including a minimum of 5 skills and 3 movement concepts. The following are some examples of skills (tempo, motion, force) the students may perform.</p> <p>Skills: Cartwheel Round-off Lay-up Triple Jump Defensive slide Grapevine Scales: front scale, Y scale, side scale</p> <p>Tempo: Slow Fast Motion: Static Moving forward Moving backward</p>

Force:

Hard

Soft

Explosive

Example:

Sequence: Y scale (static), cartwheel (slow), round-off (explosive), lay-up (fast), triple jump (forward motion)

- Students at the targeted level will be able to analyze multiple parts of the movement skills and perform it with accuracy during group routine.
- “Developing” students will need additional teacher instruction to assist them with analyzing and to performing the skill with accuracy.

Modifications

Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)***Individualized Education Plans (IEPs):***

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

Advanced/Gifted Students:

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Resources	
7 th Grade: http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe7u2.pdf 8 th Grade: http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe8u2.pdf	
Suggested Time Frame:	26 - 30 days

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

Content Area:	Physical Education	Grade(s) 7-8
Unit Plan Title:	Unit 3: Cooperative Games	
Overview/Rationale		
This unit is designed to promote and exercise group participation and team work while providing physical challenges that increase fitness levels through cooperative games these cooperative games are designed to increase self-esteem, feelings of acceptance by the group, and a sense of trust while encouraging team work, leadership and creative thinking.		
Standard(s)/Strands		
STANDARD 2.5: Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. STRAND B: Strategy		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. 2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance. 2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.		
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)					
<p>RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>					
Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)					
Students will understand that...					
<ul style="list-style-type: none">Knowing and understanding concepts of movement will improve performance in a specific skill and provide a 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 games situations.In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines.					
Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)					
<ul style="list-style-type: none">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?Why do I have to show good sportsmanship and follow the rules when others do not?					
In this unit plan, the following 21 st 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 , T , A on the line before the appropriate skill.		
21 st Century Themes			21 st Century Skills		
	T	Global Awareness		TE	Critical Thinking & Problem Solving
		Environmental Literacy		E	Creativity and Innovation
	T	Health Literacy		TE	Collaboration, Teamwork and Leadership

		Civic Literacy			Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy		TE	Communication and Media Fluency
				TE	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.					
	TE	CRP1. Act as a responsible and contributing citizen and employee			
	E	CRP2. Apply appropriate academic and technical skills			
	TE	CRP3. Attend to personal health and financial well-being			
	TE	CRP4. Communicate clearly and effectively with reason			
	TE	CRP5. Consider the environmental, social and economic impacts of decisions			
	E	CRP6. Demonstrate creativity and innovation			
	E	CRP7. Employ valid and reliable research strategies			
	TE	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them			
	TE	CRP9. Model integrity, ethical leadership and effective management			
	TE	CRP10. Plan education and career paths aligned to personal goals			
	E	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....			Students will be able to (do)...		
<ul style="list-style-type: none"> Different types of verbal and nonverbal communication that are appropriate when responding to conflict and peer negotiation in 			<ul style="list-style-type: none"> Evaluate feedback received from self- evaluation and external sources to improve motor performance during cooperative activities. 7 		

<p>cooperative activities. 7</p> <ul style="list-style-type: none"> • Benefits of individual versus collaborative decision making skills in a variety of cooperative activities and sports. 8 • Effectiveness of cooperative strategies in a variety of settings (game, sport, dance). 7 	<ul style="list-style-type: none"> • Analyze and assess personal behavior including communication, respect of others' ideas, decision making, and attention to safety during cooperative activities. 8 • Analyze individual and team effectiveness strategies in achieving a goal and assess performance utilizing critical thinking skills and make recommendations for improvement. 8 • Identify and assess the effectiveness of personal critical thinking strategies that are implemented to complete tasks and to improve group performance. 8
Assessment Evidence:	
<p>Formative <i>(Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)</i></p> <p><i>Visual Observation</i> <i>Participation</i> <i>Presentations</i></p> <ul style="list-style-type: none"> • Compare and contrast the benefits of individual versus collaborative decision making skills in a variety of cooperative activities and sports • Analyze and assess personal behavior including communication, respect of others' ideas, decision making, and attention to safety during cooperative activities • Analyze individual and team effectiveness strategies in achieving a goal, assessing performance utilizing critical thinking skills, and make recommendations for improvement • Identify and assess the effectiveness of personal critical thinking strategies that are implemented to complete tasks and to improve 	<p>Summative: <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?) ***Attach all Benchmarks</i></p> <p><i>Skill Rubrics</i> <i>Written Rubrics on identified activities</i></p> <p>Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.</p>

group performance	
<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> <i>D</i>	<p>Consider how will the design will:</p> <p>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)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?)</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
<p>7th Grade</p> <p>Giant Puzzle</p>	<p>Activity:</p> <p>Equipment: Teachers may use craft foam or Poster board or a large box and cut in to 10 oddly shaped puzzle pieces (1 puzzle = 10 pieces so if doing multiple groups you will need multiple puzzles).</p> <p>Students should be in groups no larger than 10.</p> <p>Task: Students must choose 1 puzzle piece from the pile and place it in the spot they think it goes in the puzzle.</p> <p>Rules: Only the “owner” of the puzzle piece may place it in the puzzle. Other group members may make suggestions but cannot physically place the puzzle piece.</p> <p>Students will complete a reflection when finished.</p> <p>Challenges**</p> <ol style="list-style-type: none"> 1. Students can only use non-verbal communication to complete the puzzle. (hand signals, written clues) 2. Students can only use 1 form of communication (other than verbal). 3. Students can use any type of communication to complete the puzzle. <p>**All groups must take 3 minutes in between challenges to create a strategy.</p>
<p>7th Grade</p> <p>Acid River</p>	<p>Activity:</p> <p>Task: Students will be working in partners standing behind cones. The teacher will have random equipment all over the gym floor (equipment will serve as obstacles). Students are challenged to use verbal / non-verbal communication to move their partner across the gym without hitting an obstacle. The teacher can implement various challenges by following the progressive steps listed below:</p>

	<p>Challenges**:</p> <ol style="list-style-type: none"> 1. Have students stand right behind their partner and direct them 2. Have 1 student stand at one cone not allowing them to move so their blindfolded partner must be attuned to their partner's voice. 3. Limit the words students can use, for example not allowing the words right, left, straight, curve etc. 4. Not allow students to use words at all <p>**Students must take a minimum of 1 minute between challenges to create a strategy for completion All students will complete a reflection once the activity is completed.</p>
<p>8th Grade</p> <p>Amazing Race</p>	<p>Activity:</p> <p>Task: In small groups students will work together to solve a series of challenge tasks. Every time one challenge task is completed correctly, another "clue" (challenge task) is unlocked. Tasks could include but are not limited to:</p> <ul style="list-style-type: none"> • Completing a puzzle that reveals a picture of an activity they need to perform such as 5 star jumps, 10 push-ups, 15 mountain climbers etc. • Calculating the target heart rate zone for a 25 year old individual. • Categorizing components as health or skill related fitness components and then performing 1 activity from each such as stretching (flexibility), holding the plank position for 15 seconds (muscular endurance), standing broad jump (power), shuttle run (agility). • Completing a cooperative challenge such as "silent square" or "tarp turn" as a group without any verbal communication. • Complete partner obstacles while "joined" together. <p>Students will complete a reflection</p>
<p>8th Grade</p> <p>Volcano</p>	<p>Activity:</p> <p>Equipment: 1 group needs: 12 ropes of varying lengths, 16 polypots, 2 large cones, 2 balls (nerf soccer ball, volleyball, playground ball). If there are multiple groups, you need to multiply the equipment.</p> <p>Setup: Ball is placed on one cone with polypots placed around the cone creating a perimeter and the second cone can be placed at varying distances (depending on challenge level) across the gym.</p> <p>Task: Using the ropes only students must employ critical thinking skills to strategize a plan to remove the ball from the first cone and place it on top of the second cone without entering in the polypot area. Students can only use the ropes to move the ball. Students will complete a reflection once activity is completed.</p>

Modifications

Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)

Individualized Education Plans (IEPs):

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

Advanced/Gifted Students:

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Resources

7th Grade: <http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe7u3.pdf>

8th Grade: <http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe8u3.pdf>

Suggested Time Frame:

26 - 30 days

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

Content Area:	Physical Education	Grade(s) 7-8
Unit Plan Title:	Unit 4: Individual Activities	
Overview/Rationale		
This unit is designed to promote participation and encourage enjoyment of life-long activities to remain physically active yearlong as well as throughout their lifetime.		
Standard(s)/Strands		
STANDARD 2.5: Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. STRAND A: Movement Skills and Concepts STRAND B: Strategy STRAND C: Sportsmanship, Rules, and Safety STANDARD 2.6: 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		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. 2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. 2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance. 2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. 2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. 2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. 2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.		
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...

- Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.
- Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments.
- Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.
- Implementing effective offensive, defensive, and cooperative strategies is necessary for all players to be successful in games situations.
- In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate.

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

- How can understanding movement concepts improve my performance?
- How can I make movement more interesting, fun, and enjoyable?
- How does my use of movement influence that of others?

- To what extent does strategy influence performance in competitive games and activities?
- Why do I have to show good sportsmanship and follow the rules when others do not?

In this unit plan, the following 21st 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>		
21st Century Themes			21st Century Skills		
	T	Global Awareness		TE	Critical Thinking & Problem Solving
		Environmental Literacy		E	Creativity and Innovation
	T	Health Literacy		TE	Collaboration, Teamwork and Leadership
		Civic Literacy			Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy		TE	Communication and Media Fluency
				TE	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.

	TE	CRP1. Act as a responsible and contributing citizen and employee
	E	CRP2. Apply appropriate academic and technical skills
	TE	CRP3. Attend to personal health and financial well-being
	TE	CRP4. Communicate clearly and effectively with reason
	TE	CRP5. Consider the environmental, social and economic impacts of decisions
	E	CRP6. Demonstrate creativity and innovation
	E	CRP7. Employ valid and reliable research strategies
	TE	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

	TE	CRP9. Model integrity, ethical leadership and effective management
	TE	CRP10. Plan education and career paths aligned to personal goals
	E	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?)		
<i>Students will know....</i>		<i>Students will be able to (do)...</i>
<ul style="list-style-type: none"> • Critical thinking skills necessary to design effective offensive and defensive strategies. 7 • Different behaviors participants may exhibit in relation to proper sportsmanship in individual and dual activities. 7 • Offensive and defensive strategies that could affect performance in individual and dual activities. 8 • Proper equipment, rules, and procedures that will promote participant safety when engaged in practice/play in individual and dual activities. 8 • Appropriate fitness training strategies (skill-related fitness components) and exercises needed to participate successfully and efficiently in individual / dual activities. 8 		<ul style="list-style-type: none"> • Provide fair and honest skill specific feedback to a partner which will be integrated into game play. (tennis, pickle ball, badminton) 7 • Analyze the effectiveness of mental strategies and skills used to achieve specific goals (accuracy, sportsmanship, game plan) during game play. 8
Assessment Evidence:		
<i>Formative</i> (Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?) <i>Visual Observation</i> <i>Participation</i>		<i>Summative</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?) *** Attach all Benchmarks

<p><i>Presentations</i></p> <ul style="list-style-type: none"> • Compare and contrast the impact of offensive and defensive strategies that could affect performance in individual and dual activities 3 • Analyze the effectiveness of mental strategies and skills used to achieve specific goals (accuracy, sportsmanship, game plan) during game play 6 • Describe the proper equipment, rules, and procedures that will promote participant safety when engaged in practice/play in individual and dual activities 9 • Define appropriate fitness training strategies (skill-related fitness components) and exercises needed to participate successfully and efficiently in individual/ dual activities 	<p><i>Skill Rubrics</i></p> <p><i>Written Rubrics on identified activities</i></p> <p>Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.</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><i>D</i></p>	<p>Consider how will the design will:</p> <p>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)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?)</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
<p>7th Grade Pickle ball Cooperative Assessment</p>	<p>Activity:</p> <p>Partner Checklist- Pickle ball</p> <p>Equipment: pickle ball paddles, pickle balls, whiffle balls, sponge balls, pickle ball task sheets, and pencils.</p> <p>Task: Students will work with a partner to complete pickle ball task sheet for forehand and backhand skills. Along with checking to see that their partner is completing the various components of the skill, they will also provide</p>

	skill specific feedback for improvement where necessary.
--	--

<p>7th Grade Pickle</p> <p>ball Strategy and Sportsmanship Assessment</p>	<p>Activity: Students will be given the opportunity to play both singles and doubles. Short three minute matches or 3 point games with rally scoring will be played to keep students rotating quickly on and off of the court. The assessment sheet will be given at the end of the class or after a few classes – students will need to complete.</p>
<p>8th Grade</p> <p>Badminton Cooperative Assessment</p>	<p>Activity: Students will be playing Badminton doubles matches with 8 players to an assigned court. While 4 players are playing, 4 others will be observing the match play. Matches will be played for 3 minutes. The assessment sheet will be completed during match play to assess the impact the employed offensive and defensive strategies being employed are having on the match.</p>
<p>8th Grade</p> <p>Badminton Self-Assessment</p>	<p>Activity: This assessment can be combined with the above badminton matches. However students should be reminded that they are completing this assessment in regard to their own individual performance.</p>
<p>8th Grade</p> <p>Badminton Equipment, Rules, and Safety</p>	<p>Activity: Students will list the proper equipment needed, rules, and procedures that should be employed during a badminton match. Students should also make suggestions of how their matches could played more safely and by the rules.</p>
<p>8th Grade</p> <p>Fitness Training Strategies</p>	<p>Activity: List 3 different components within health- related and skill -related fitness that are used in badminton and explain how they are used during the game of badminton. List an exercise to be performed to improve / train that specific component. Students will complete chart provided.</p>

Modifications

Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)

Individualized Education Plans (IEPs):

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking

- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

Advanced/Gifted Students:

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Resources

7th Grade: <http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe7u4.pdf>

8th Grade: <http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe8u4.pdf>

Suggested Time Frame:

26 - 30 days

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

Content Area:

Physical Education

Grade(s) 7-8

Unit Plan Title:	Unit 5: Team Activities
Overview/Rationale	
During this unit, students will participate in various team sports to develop their individual motor skills, team work, offensive and defensive strategies. Students will also learn to incorporate rules and safety.	
Standard(s)/Strands	
<p>STANDARD 2.5: Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>STRAND B: Strategy</p> <p>STRAND C: Sportsmanship, Rules, and Safety</p> <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.</p> <p>STRAND A: Fitness and Physical Activity</p>	
Cumulative Progress Indicator(s) and Number(s) (Established Goals)	
<p>2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</p> <p>2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance.</p> <p>2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.</p> <p>2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.</p> <p>2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.</p> <p>2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.</p>	
Technology Standard(s)	
<p>8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.</p> <p>Advocate and practice safe, legal, and responsible use of information and technology.</p> <p>8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including</p>	

appropriate use of social media.

Demonstrate personal responsibility for lifelong learning.

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...

- Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.
- Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments.
- Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.
- Knowing and understanding concepts of movement will improve performance in a specific skill and provide a 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 games situations.
- In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines

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

- How can understanding movement concepts improve my performance?
- How can I make movement more interesting, fun, and enjoyable?
- How does my use of movement influence that of others?
- To what extent does strategy influence performance and competitive games and activities?
- Why do I have to show good sportsmanship and follow the rules when others do not?

In this unit plan, the following 21st 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>		
21st Century Themes			21st Century Skills		
	T	Global Awareness		TE	Critical Thinking & Problem Solving
		Environmental Literacy		E	Creativity and Innovation
	T	Health Literacy		TE	Collaboration, Teamwork and Leadership
		Civic Literacy			Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy		TE	Communication and Media Fluency
				TE	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.

	TE	CRP1. Act as a responsible and contributing citizen and employee
	E	CRP2. Apply appropriate academic and technical skills
	TE	CRP3. Attend to personal health and financial well-being
	TE	CRP4. Communicate clearly and effectively with reason
	TE	CRP5. Consider the environmental, social and economic impacts of decisions
	E	CRP6. Demonstrate creativity and innovation

	E	CRP7. Employ valid and reliable research strategies
	TE	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	TE	CRP9. Model integrity, ethical leadership and effective management
	TE	CRP10. Plan education and career paths aligned to personal goals
	E	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?)		
<i>Students will know....</i>		<i>Students will be able to (do)...</i>
<ul style="list-style-type: none"> • Individual play, defined by role responsibility, in team activities and games. 7 • Specific mental strategies that could be applied in team games or activities to improve overall performance. 7 • The effectiveness of specific defensive strategies implemented against various offensive tactics. 8 • Appropriate sportsmanship behaviors of participants and observers. 8 • How various types of equipment and products, and changes to rules and procedures, have had an impact on the evolution of safety in specific team activities and sports. 8 		<ul style="list-style-type: none"> • Demonstrate strategies that will work to improve the effectiveness and safety of all participants during team activities and sports. 7 • Demonstrate the ability to integrate performance/strategic recommendations to improve both individual and team effectiveness during team activities and games. 8 • Develop and implement the strategies based on the team sportsmanship assessment to improve the overall class sportsmanship and safety behaviors. 8
Assessment Evidence:		
<i>Formative</i> (Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?) <i>Visual Observation</i> <i>Participation</i>		<i>Summative</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?) ***Attach all Benchmarks

<p><i>Presentations</i></p> <ul style="list-style-type: none"> Analyze and explain the effectiveness of specific defensive strategies implemented against various offensive tactics 3 Demonstrate the ability to integrate performance/strategic recommendations to improve both individual and team effectiveness during team activities and games 6 Identify and conduct a self and peer / team sportsmanship assessment of appropriate sportsmanship behaviors of participants and observers. Develop and implement the strategies based on the team sportsmanship assessment to improve the overall class sportsmanship and safety behaviors Analyze how various types of equipment and products and changes to rules and procedures, have had an impact on the evolution of safety in specific team activities and sports 	<p><i>Skill Rubrics</i></p> <p><i>Written Rubrics on identified activities</i></p> <p>Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.</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><i>D</i></p>	<p>Consider how will the design will:</p> <p>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)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?)</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
<p>7th Grade</p>	<p>Activity:</p> <p>Completed in basketball (but can be adapted to any team sport)</p>

<p><i>Skill Assessment in Game Play</i></p>	<ol style="list-style-type: none"> 1. Students will work with a partner to complete this assessment. 2. Each student gets a sheet and writes their name and their partner's name. Students must then exchange papers with their partner. 3. Three minute games are played so the assessment may be implemented. 4. While one partner is playing, the other partner is assessing them (recording tally marks) in the various categories listed below. 5. Partners rotate after 3 minutes so while one is playing the other is assessing and vice versa. 6. Multiple rounds are played of 3 minute games. 7. Partners discuss their skill performance after 1 or 2 full rounds (2 rotations of 3 minute games played by each person) 8. An individual reflection based on skill performance will be completed by answering the questions provided. Reflection will be completed afterwards. <p>Categories for assessment:</p> <p>"Conquered Ball" – Student steals the ball or intercepts a pass during game play.</p> <p>"Received Ball" – Student receives a pass during game play</p> <p>"Lost Ball" – Student loses possession of the ball during game play</p> <p>"Pass" – Student makes a pass to a teammate during game play</p> <p>"Successful Shot" – Student makes a shot during game play</p> <p>"Missed Shot" – Student misses a shot taken</p>
<p><i>7th Grade</i></p> <p><i>Rules of Play Creation</i></p>	<p>Activity:</p> <p>Students within their team, and then as a whole class, will create a minimum of 5 rules of play for the gymnasium for all participants, players, and spectators to follow.</p> <p>Examples of rules could include:</p> <ol style="list-style-type: none"> 1. Pick up all loose balls and place them in the appropriate bin / receptacle. 2. When seated on the sidelines stay on task (reflection, peer check sheet, play creation) watching game play and not distracting players. 3. Be cautious of other players when shooting at the basket, ensuring that no one is under the basket when shooting.
<p><i>8th Grade</i></p> <p><i>Improving Individual/Team</i></p>	<p>Activity:</p> <p>Students will analyze and explain the effectiveness of specific defensive strategies as well as integrate performance/strategic recommendations to improve both individual and team performance during team</p>

Performance	games and activities. Example questions provided.
8th Grade Team Contract	<p>Activity:</p> <p>In teams, students will reflect upon the questions provided identifying key characteristics of being a member of a team. They will then create a team contract for all players to sign outlining appropriate sportsmanlike behaviors.</p>
8th Grade Evolution of Sports	<p>Activity:</p> <p>Students will need to find a current event (within the past 3 years) and analyze where equipment, rules, or products have had an impact on safety in team sports. Examples could include, but are not limited to, lacrosse, football, basketball, or baseball.</p> <p>The final product would include a 1 page written summary of safety changes, a multi-media presentation (Power point, video presentation etc.) including what caused the change, how the change was made, when the change took effect, any research supporting or disputing the change, specific equipment change, what levels it affects (recreational, professional, college, or youth sport), and how has it impacted the local area. Students will also have to demonstrate / illustrate a minimum of one of the rule changes.</p>

Modifications

Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)

Individualized Education Plans (IEPs):

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

Advanced/Gifted Students:

- ⇒ Open-ended responses

- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Resources

7th Grade: <http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe7u5.pdf>
 8th Grade: <http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe8u5.pdf>

Suggested Time Frame:

26 - 30 days

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

