



Bay Head School

Comprehensive Health and Physical Education Curriculum

Grades 6-8

[New Jersey Core Curriculum Content Standards](#)

Bay Head School	
Course Area: Comprehensive Health and Physical Education Course Title: Health & Physical Education	Grade Level: 6-8 Grades
Unit Plan 1 Personal and Mental Health	50 days and ongoing
Unit Plan 2 Physical Wellness	50 days and ongoing
Unit Plan 3 Safety	50 days and ongoing
	Revised: July 2022 Board Approved: March 14, 2023

Comprehensive Health & Physical Education Practices	
Attending to personal, health, emotional, social and physical well-being	Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.

Making decisions	Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
Managing-self	Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.
Standard: 2.1 Personal and Mental Health	
Disciplinary Concept: Personal Growth and Development	
Core Idea: - Individual actions, genetics, and family history can play a role in an individual's personal health. - Responsible actions regarding behavior can impact the development and health of oneself and others.	
Performance Expectations:	

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

Primary Interdisciplinary Connections:

Speaking and Listening

- SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly.

Mathematics

- MP 2: Reason abstractly and quantitatively.

Science

- MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

Computer Science and Design Thinking Standards:

- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Big Idea:

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

Essential Questions:

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

Instructional Objectives:

Students will be able to...

1. Assess and apply health data to enhance each dimension of personal wellness.
2. Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
3. Relate advances in technology to maintaining and improving personal health.
4. Determine the impact of marketing techniques on the use of personal hygiene

products, practices, and services.

5. Discuss how heredity, physiological changes, environmental influences, and varying social experiences contribute to an individual's uniqueness.
6. Explain how health data can be used to assess and improve each dimension of personal wellness.
7. Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
8. Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.

Topics:

- Understanding Health and Wellness
- Growing and Changing
- Body Image
- Dating Relationships

Suggested Activities:

- Topic Vocabulary
- E-flashcards
- Discussion of community resources
- Examine media for different health articles
- Expository writing
- Guest speakers
- Group project
- Topic related videos
- Worksheets
- Dimensions of Wellness Activity
- Class discussion
- Question box
- Webquest

Suggested Curriculum Integration:

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

Math:

- Read and interpret graphs & charts
- Collect and organize data
- Represent and classify data according to attributes (Venn Diagrams)
- Recognizing and describing changes in quantities
- Technology: Multimedia presentations
- Research health topics specific to chapter using internet sources

Science:

- Basic Needs of human beings
- Human Body Systems
- Recognize individuals vary within species, including humans

Suggested Resources:

- Action for Health Kids – www.actionforhealthykids.org
- Alliance for a Healthier Generation – www.healthiergeneration.org
- American Heart Association – www.americanheart.org
- American Red Cross – www.redcross.org
- Center for Disease Control (CDC) – www.cdc.gov
- Flaghouse Sporting Goods – www.flaghouse.com
- Food Guide – www.myplate.gov
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Suggested Assessments:

- Lesson reviews
- Teacher made rubrics
- Lesson tests
- Projects
- Class work

- Performance in group and individual hands-on activities
- Oral presentations
- Multimedia Presentations
- Web quests
- Pictorial prompts/ responses
- Verbal/ Written responses
- Open-ended responses
- Students responses to questioning techniques
- Class discussion

Evidence of Learning

Suggested Formative & Summative Assessments:

Teacher Observation

Performance Assessment

Exit Slips

Portfolios/Journals

Pre-Assessments

Lesson, chapter, or end-of-unit reviews and tests

Class work

Performance in group and individual hands-on activities

Open-ended responses

Classroom discussions

Multi-media presentations

Performance Tasks/Use of Technology

Performance Tasks: Classwork

Projects

Use of Technology: Laptops or iPads

Smartboard

STEAM Lab

Modifications (Special Education, Gifted and Talented, ELLs):

IEP modifications:

- Modified classroom and homework assignments
- Teacher tutoring
- Parent - teacher communication
- Anchor charts and visual aids
- Flexible grouping
- Teacher - student goal setting
- Technology integration
- Centers
- Response to intervention

504 Modification Plan:

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Anchor charts
- Guided notes
- Preferential seating

Gifted and Talented

- Multi-step and higher level math problems
- Enrich problems
- Extend activities
- Centers
- Student driven activities
- Student choice activities
- Peer tutoring

English Language Learners:

- Visuals
- Gesturing
- Miming and roleplay
- Use of manipulatives
- Simplified language/teacher talk/thinking aloud
- Providing a student buddy

Comprehensive Health & Physical Education Practices

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Standard: 2.1 Personal and Mental Health	
Disciplinary Concept: Pregnancy and Parenting	
Core Idea: - An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child. - There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.	
Performance Expectations: 2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption. 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth. 2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care. 2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families. 2.1.8.PP.5: Identify resources to assist with parenting.	
Primary Interdisciplinary Connections: Speaking and Listening - SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly. Mathematics - MP 2: Reason abstractly and quantitatively. Science - MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.	
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Career Readiness, Life Literacies, and Key Skills:

- 9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Big Idea:

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

Essential Questions:

1. How do you know when you are ready to have a child?
2. What are the responsibilities of having a child?

Instructional Objectives:

Students will be able to...

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

Topics:

- Pregnancy
- Prenatal Care
- Drug and Alcohol Effects of Pregnancy
- Teen Parents
- Parenting
- Heredity and Growth
- Fertilization
- Embryonic Development
- Fetal Development

Suggested Activities:

- Topic Vocabulary
- E-flashcards
- Discussion of community resources
- Examine media for different health articles
- Expository writing
- Guest speakers
- Group project
- Topic related videos
- Worksheets
- Dimensions of Wellness Activity
- Class discussion
- Question box
- Webquest
- Cost of Parenting activity

Suggested Curriculum Integration:

Language Arts:

- Read and respond to informational text
- Use glossary and index to locate information in text
- Vocabulary development
- Research Information
- Making Inferences
- Journal Writing
- Written response to lesson questions
- Writing text to accompany projects

Math:

- Read and interpret graphs & charts
- Collect and organize data
- Represent and classify data according to attributes (Venn Diagrams)
- Recognizing and describing changes in quantities

Technology:

- Multimedia presentations
- Research health topics specific to chapter using internet sources

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- Projects
- Class work
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- Oral presentations
- Multimedia Presentations
- Web quests
- Pictorial prompts/ responses
- Verbal/ Written responses
- Open-ended responses
- Students responses to questioning techniques
- Class discussion

Evidence of Learning

Suggested Formative & Summative Assessments:

Teacher Observation

Performance Assessment

Exit Slips

Portfolios/Journals

Pre-Assessments

Lesson, chapter, or end-of-unit reviews and tests
 Class work
 Performance in group and individual hands-on activities
 Open-ended responses
 Classroom discussions
 Multi-media presentations

Performance Tasks/Use of Technology

Performance Tasks: Classwork
 Projects
 Use of Technology: Laptops or iPads
 Smartboard
 STEAM Lab

Modifications (Special Education, Gifted and Talented, ELLs):

IEP modifications:

- Modified classroom and homework assignments
- Teacher tutoring
- Parent - teacher communication
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- Flexible grouping
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504 Modification Plan:

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Standard: 2.1 Personal and Mental Health	
Disciplinary Concept: Emotional Health	
Core Idea: Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.	

Performance Expectations:

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

Primary Interdisciplinary Connections:**Speaking and Listening**

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Big Idea:

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

Essential Questions:

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

Instructional Objectives:

Students will be able to...

1. Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
2. Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
3. Explain how culture influences the ways families and groups cope with crisis and

change.

4. Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
5. Examine how personal assets and protective factors support healthy social and emotional development.
6. Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
7. Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
8. Identify community resources and supports available for suicide prevention.

Topics:

- Social Health
- Cyber Bullying
- Conflict Resolution
- School Violence
- Self-esteem
- Positive Peer Relationship

Suggested Activities:

- Topic Vocabulary
- E-flashcards
- Discussion of community resources
- Examine media for different health articles
- Expository writing
- Guest speakers
- Group project
- Topic related videos
- Worksheets
- Dimensions of Wellness Activity
- Class discussion
- Question box
- Webquest
- School Counselor lessons

Suggested Curriculum Integration:

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Attending to personal, health, emotional, social and physical well-being	Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
Making decisions	Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
Managing-self	Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and

	productive lives.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.
Standard: 2.1 Personal and Mental Health	
Disciplinary Concept: Social and Sexual Health	
Core Idea: • Inclusive schools and communities are accepting of all people and make them feel welcome and included. • Relationships are influenced by a wide variety of factors, individuals, and behaviors. • There are factors that contribute to making healthy decisions about sex.	
Performance Expectations: • 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation. • 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community. • 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships • 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships. • 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships. • 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change. • 2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors. • 2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances). • 2.1.8.SSH.9: Define various types of sex and information on STD's. • 2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom). • 2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).	
Primary Interdisciplinary Connections: Speaking and Listening	

- SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly.

Mathematics

- MP 2: Reason abstractly and quantitatively.

Science

- MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

Computer Science and Design Thinking Standards:

- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Big Idea:

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

Essential Questions:

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

Instructional Objectives:

Students will be able to...

1. Explain the differences between gender identity, gender expression, and sexual orientation.
2. Identify ways to create an environment in which all people feel accepted and respected.
3. Differentiate between a healthy and unhealthy relationship and identify communication techniques that support a healthy relationship.
4. Define consent and identify factors that can affect the ability to give or perceive consent.
5. Define various types of sex and information on STD's.
6. Identify methods of contraception, including abstinence, and discuss their effectiveness in preventing sexually transmitted infections and pregnancy.

Topics:

Relationships
Respect and Inclusion

Consent
Methods of Contraception

Suggested Activities:

- Topic Vocabulary
- E-flashcards
- Discussion of community resources
- Examine media for different health articles
- Expository writing
- Guest speakers
- Group project
- Topic related videos
- Worksheets
- Dimensions of Wellness Activity
- Class discussion
- Question box
- Webquest

Suggested Curriculum Integration:

Language Arts:

Read and respond to informational text
Use glossary and index to locate information in text
Vocabulary development
Research Information
Making Inferences
Journal Writing
Written response to lesson questions
Writing text to accompany projects

Math:

Read and interpret graphs & charts
Collect and organize data
Represent and classify data according to attributes (Venn Diagrams)
Recognizing and describing changes in quantities

Technology:

Multimedia presentations
Research health topics specific to chapter using internet sources

Science:

Basic Needs of human beings
Human Body Systems
Recognize individuals vary within species, including humans

Suggested Resources:

- Action for Health Kids – www.actionforhealthykids.org
- Alliance for a Healthier Generation – www.healthiergeneration.org
- American Heart Association – www.americanheart.org
- American Red Cross – www.redcross.org
- Center for Disease Control (CDC) – www.cdc.gov
- Flaghouse Sporting Goods – www.flaghouse.com
- Food Guide – www.myplate.gov
- Games Kids Play – www.gameskidsplay.net/
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- Team Nutrition – www.teamnutrition.usda.gov
- Teen Health – www.teenhealth.org
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Suggested Assessments:

- Lesson reviews
- Teacher made rubrics
- Lesson tests
- Projects
- Class work
- Performance in group and individual hands-on activities
- Oral presentations
- Multimedia Presentations
- Web quests
- Pictorial prompts/ responses
- Verbal/ Written responses
- Open-ended responses
- Students responses to questioning techniques
- Class discussion

Evidence of Learning

Suggested Formative & Summative Assessments:

Teacher Observation
 Performance Assessment
 Exit Slips
 Portfolios/Journals
 Pre-Assessments
 Lesson, chapter, or end-of-unit reviews and tests
 Class work
 Performance in group and individual hands-on activities
 Open-ended responses
 Classroom discussions
 Multi-media presentations

Performance Tasks/Use of Technology

Performance Tasks: Classwork
 Projects
 Use of Technology: Laptops or iPads
 Smartboard
 STEAM Lab

Modifications (Special Education, Gifted and Talented, ELLs):*IEP modifications:*

- Modified classroom and homework assignments
- Teacher tutoring
- Parent - teacher communication
- Anchor charts and visual aids
- Flexible grouping
- Teacher - student goal setting
- Technology integration
- Centers
- Response to intervention

504 Modification Plan:

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed

- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Anchor charts
- Guided notes
- Preferential seating

Gifted and Talented

- Multi-step and higher level math problems
- Enrich problems
- Extend activities
- Centers
- Student driven activities
- Student choice activities
- Peer tutoring

English Language Learners:

- Visuals
- Gesturing
- Miming and roleplay
- Use of manipulatives
- Simplified language/teacher talk/thinking aloud
- Providing a student buddy

Comprehensive Health & Physical Education Practices

Attending to personal, health, emotional, social and physical well-being	Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
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Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.
Standard: 2.1 Personal and Mental Health	
Disciplinary Concept: Community Health Services and Support	

Core Idea:

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

Performance Expectations:

- 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).
- 2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.
- 2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.
- 2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.
- 2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.
- 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.
- 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.
- 2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.

Primary Interdisciplinary Connections:**Speaking and Listening**

- SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly.

Mathematics

- MP 2: Reason abstractly and quantitatively.

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- 9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Big Idea:

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

Essential Questions:

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

Instructional Objectives:

Students will be able to...

1. Evaluate various health products, services, and resources from different sources, including the Internet.
2. Compare and contrast situations that require support from trusted adults or health professionals.
3. Determine the validity and reliability of different types of health resources.
4. Distinguish health issues that warrant support from trusted adults or health professionals.
5. Understand state and federal laws related to healthcare services, sexting, child pornography, sex trafficking, and safe haven.

Topics:

- Evaluating media and other sources of information
- Health resources
- Laws and regulations

Suggested Activities:

- Topic Vocabulary
- E-flashcards
- Discussion of community resources
- Examine media for different health articles
- Expository writing
- Guest speakers

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Performance Tasks: Classwork

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- Multi-step and higher level math problems
- Enrich problems
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- Student driven activities

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Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.
Standard: 2.2 Physical Wellness	
Disciplinary Concept: Movement Skills and Concept	
Core Idea: - Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). - Feedback from others and self-assessment impacts performance of movement skills and concepts. - Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.	
Performance Expectations: 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance,	

recreational activities).

- 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
- 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.
- 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
- 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
- 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

Primary Interdisciplinary Connections:

Speaking and Listening

- SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly.

Mathematics

- MP 2: Reason abstractly and quantitatively.

Science

- MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

Computer Science and Design Thinking Standards:

- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Big Idea:

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

Essential Questions:

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

Instructional Objectives:

Students will be able to...

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. Apply the concept of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
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)..
4. Detect, analyze, and correct errors and apply to refine movement skills.
5. 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).
6. Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
7. Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
8. Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

Suggested Vocabulary for Improving Literacy:

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

Suggested Activities:

By the end of grade six:

Activities related to:

- Modified sport games that continue to support traditional sport skills:
- Soccer
- Basketball
- Softball
- Hockey
- Golf

Activities that support lifetime/wellness skills:

- Walking club
- Jump rope
- Yoga

Recreational Activities:

- Badminton
- Ping Pong
- Bowling
- Biking
- Dance
- Yoga
- Frisbee
- Aerobics
- posture exercises
- shoulder girdle exercises

By the end of grades seven:

Activities related to:

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

By the end of grades eight:

Activities related to:

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

Suggested Curriculum Integration:

Language Arts Speaking

Language Arts Listening

Mathematics Patterns and Algebra Science

Physics Visual and Performing Arts

Aesthetics

Visual and Performing Arts

Creation and Performance

Suggested Resources:

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- Project Adventure - www.PA.org
- Open Physical Education - www.OpenPhysEd.org
- American Red Cross - www.RedCross.org
- Advocates for Youth - www.Advocatesforyouth.org
- Drug Free World - www.Drugfreeworld.org

Suggested Assessments:

- Teacher Observation
- Activity Checklist
- Activity Benchmarks
- Tests/Quizzes
- Verbal and Written
- Skill Performance
- Group Performance
- Team Performance
- Individual Performance
- PE Challenge Tasks
- President’s Fitness Challenge
- Class Preparation

Evidence of Learning

Suggested Formative & Summative Assessments:

Teacher Observation

Performance Assessment

Exit Slips

Portfolios/Journals

Pre-Assessments

Lesson, chapter, or end-of-unit reviews and tests

Class work

Performance in group and individual hands-on activities

Open-ended responses

Classroom discussions

Multi-media presentations

Performance Tasks/Use of Technology

Performance Tasks: Classwork

Projects

Use of Technology: Laptops or iPads

Smartboard

STEAM Lab

Modifications (Special Education, Gifted and Talented, ELLs):*IEP modifications:*

- Modified classroom and homework assignments
- Teacher tutoring
- Parent - teacher communication
- Anchor charts and visual aids
- Flexible grouping
- Teacher - student goal setting
- Technology integration
- Centers
- Response to intervention

504 Modification Plan:

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Anchor charts
- Guided notes

- Preferential seating

Gifted and Talented

- Multi-step and higher level math problems
- Enrich problems
- Extend activities
- Centers
- Student driven activities
- Student choice activities
- Peer tutoring

English Language Learners:

- Visuals
- Gesturing
- Miming and roleplay
- Use of manipulatives
- Simplified language/teacher talk/thinking aloud
- Providing a student buddy

Comprehensive Health & Physical Education Practices

Attending to personal, health, emotional, social and physical well-being	Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and

	balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
Making decisions	Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
Managing-self	Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.
Standard: 2.2 Physical Wellness	
Disciplinary Concept: Physical Fitness	
Core Idea: A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).	

Performance Expectations:

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

Primary Interdisciplinary Connections:**Speaking and Listening**

- SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly.

Mathematics

- MP 2: Reason abstractly and quantitatively.

Science

- MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

Computer Science and Design Thinking Standards:

- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Big Idea:

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

Essential Questions:

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

Instructional Objectives:

Students will be able to...

1. Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
2. Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
3. Analyze how medical and technological advances impact personal fitness.
4. Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
5. Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.
6. Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.
7. Analyze the social, emotional, and health benefits of selected physical experiences. 8. Determine to what extent various activities improve skill-related fitness versus health-related fitness.
8. Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
9. Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
10. Relate physical activity, healthy eating, and body composition to personal fitness and health.
11. Explain and apply the training principles of frequency, intensity, time and type (FITT) to improve personal fitness.
12. Evaluate the short and long term effects of anabolic steroids and other performance-enhancing substances on personal health.

Suggested Vocabulary for Improving Literacy:

- body systems
- acute exercise versus regular exercise
- body composition
- health related components
- skill related components
- body systems
- health behaviors
- heredity
- Training

Suggested Activities:

By the end of grade six:

Activities related to physical fitness:

-District Jog Test

-Abdominal Curls

- Pushups
- V- Sit and Reach
- Shuttle Run

By the end of grades seven:

Activities related to:

Activities that involve use of different body systems.

Activities that promote the benefits of regular physical activity.

Activities related to physical fitness:

- District Jog Test
- Abdominal Curls
- Pushups
- V- Sit and Reach
- Shuttle Run

By the end of grades eight:

Activities related to:

Activities that involve use of different body systems.

Activities that promote the benefits of regular physical activity.

Activities related to physical fitness:

- District Jog Test
- Abdominal Curls
- Pushups
- V- Sit and Reach
- Shuttle Run

Suggested Curriculum Integration:

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

Suggested Resources:

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- Alliance for a Healthier Generation – www.healthiergeneration.org
- American Heart Association – www.americanheart.org
- American Red Cross – www.redcross.org
- Center for Disease Control (CDC) – www.cdc.gov
- Flaghouse Sporting Goods – www.flaghouse.com
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- Healthy School Playgrounds – www.peacefulplaygrounds.com
- PE Central – www.pecentral.org
- Project A.C.E.S. (All Children Exercising Simultaneously) – www.projectaces.com

- Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – www.sparkpe.org
- Team Nutrition – www.teamnutrition.usda.gov
- Teen Health – www.teenhealth.org
- The President’s Council on Physical Fitness and Sport – www.presidentschallenge.org
www.fitness.gov
- US Department of Health and Human Services – www.HHS.gov
- Kids Health - www.Kidshealth.org
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Suggested Assessments:

- Teacher Observation
- Activity Checklist
- Tests/Quizzes
- Skill Performance
- Group Performance
- Team Performance
- Individual Performance
- PE Challenge Tasks
- President’s Fitness Challenge
- Class Preparation
- Heart Rate Monitors
- Pedometers
- Direct Observational Measures
- Self Report Instruction

Evidence of Learning

Suggested Formative & Summative Assessments:

Teacher Observation

Performance Assessment

Exit Slips

Portfolios/Journals

Pre-Assessments

Lesson, chapter, or end-of-unit reviews and tests

Class work

Performance in group and individual hands-on activities

Open-ended responses

Classroom discussions

Multi-media presentations

Performance Tasks/Use of Technology

Performance Tasks: Classwork

Projects

Use of Technology: Laptops or iPads

Smartboard

STEAM Lab

Modifications (Special Education, Gifted and Talented, ELLs):

IEP modifications:

- Modified classroom and homework assignments
- Teacher tutoring
- Parent - teacher communication
- Anchor charts and visual aids
- Flexible grouping
- Teacher - student goal setting
- Technology integration
- Centers
- Response to intervention

504 Modification Plan:

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Anchor charts
- Guided notes
- Preferential seating

Gifted and Talented

- Multi-step and higher level math problems
- Enrich problems
- Extend activities
- Centers
- Student driven activities

- Student choice activities
- Peer tutoring

English Language Learners:

- Visuals
- Gesturing
- Miming and roleplay
- Use of manipulatives
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Comprehensive Health & Physical Education Practices

Attending to personal, health, emotional, social and physical well-being	Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
Making decisions	Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop,

	implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
Managing-self	Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
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Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.
Standard: 2.2 Physical Wellness	
Disciplinary Concept: Lifelong Fitness	
Core Idea: Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness. Community resources can provide participation in physical activity for self and family members.	
Performance Expectations: 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health	

behaviors through physical activity throughout one's lifetime.

- 2.2.8.LF.3: Explore by leading yourself and others to experience and participate in different cultures' physical fitness activities.
- 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
- 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities.
- 2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
- 2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.

Primary Interdisciplinary Connections:

Speaking and Listening

- SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly.

Mathematics

- MP 2: Reason abstractly and quantitatively.

Science

- MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

Computer Science and Design Thinking Standards:

- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
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Career Readiness, Life Literacies, and Key Skills:

- 9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Big Idea:

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

Essential Questions:

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

Instructional Objectives:

Students will be able to...

1. Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
2. Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
3. Analyze how medical and technological advances impact personal fitness.
4. Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
5. Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.
6. Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.
7. Analyze the social, emotional, and health benefits of selected physical experiences. 8. Determine to what extent various activities improve skill-related fitness versus health-related fitness.
8. Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
9. Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
10. Relate physical activity, healthy eating, and body composition to personal fitness and health.
11. Explain and apply the training principles of frequency, intensity, time and type (FITT) to improve personal fitness.
12. Evaluate the short and long term effects of anabolic steroids and other performance-enhancing substances on personal health.

Suggested Vocabulary for Improving Literacy:

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

Suggested Activities:

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

- Abdominal Curls
- Pushups
- V- Sit and Reach
- Shuttle Run

Suggested Curriculum Integration:

- *Mathematics Data Analysis, Probability and Discrete Mathematics*
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Comprehensive Health & Physical Education Practices

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personal,
health,
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Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and

social and physical well-being	promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
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Using technology	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal

tools responsibly	and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.
Standard: 2.2 Physical Wellness	
Disciplinary Concept: Nutrition	
Core Idea: Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.	
Performance Expectations: • 2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits. • 2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights. • 2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans. • 2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balanced nutrition).	
Primary Interdisciplinary Connections: Speaking and Listening • SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly. Mathematics • MP 2: Reason abstractly and quantitatively. Science • MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.	
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Career Readiness, Life Literacies, and Key Skills:	

- 9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
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Big Idea:

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

Essential Questions:

1. What makes a food healthy?
2. How do you determine appropriate portion sizes?

Instructional Objectives:

Students will be able to...

1. Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
2. Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
3. Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.
4. Analyze the nutritional values of new products and supplements.
5. Determine factors that influence food choices and eating patterns.
6. Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
7. Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
8. Compare and contrast nutritional information on similar food products in order to make informed choices.

Topics:

- Nutritional Choices
- Your Body Image
- Current Health

Suggested Activities:

- Topic Vocabulary
- E-flashcards
- Discussion of community resources
- Examine media for different health articles
- Expository writing
- Guest speakers
- Group project
- Topic related videos

- Worksheets
- Dimensions of Wellness Activity
- Class discussion
- Question box
- Webquest

Suggested Curriculum Integration:

Language Arts:

Read and respond to informational text
 Use glossary and index to locate information in text
 Vocabulary development
 Research Information
 Making Inferences
 Journal Writing
 Written response to lesson questions
 Writing text to accompany projects

Math:

Read and interpret graphs & charts
 Collect and organize data
 Represent and classify data according to attributes (Venn Diagrams)
 Recognizing and describing changes in quantities

Technology:

Multimedia presentations
 Research health topics specific to chapter using internet sources

Science:

Basic Needs of human beings
 Human Body Systems
 Recognize individuals vary within species, including humans

Suggested Resources:

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Suggested Assessments:

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- Teacher made rubrics
- Lesson tests
- Projects
- Class work
- Performance in group and individual hands-on activities
- Oral presentations
- Multimedia Presentations
- Web quests
- Pictorial prompts/ responses
- Verbal/ Written responses
- Open-ended responses
- Students responses to questioning techniques
- Class discussion

Evidence of Learning

Suggested Formative & Summative Assessments:

Teacher Observation

Performance Assessment

Exit Slips

Portfolios/Journals

Pre-Assessments

Lesson, chapter, or end-of-unit reviews and tests

Class work

Performance in group and individual hands-on activities

Open-ended responses

Classroom discussions

Multi-media presentations

Performance Tasks/Use of Technology

Performance Tasks: Classwork
 Projects
 Use of Technology: Laptops or iPads
 Smartboard
 STEAM Lab

Modifications (Special Education, Gifted and Talented, ELLs):

IEP modifications:

- Modified classroom and homework assignments
- Teacher tutoring
- Parent - teacher communication
- Anchor charts and visual aids
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- Technology integration
- Centers
- Response to intervention

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- Preferential seating

Gifted and Talented

- Multi-step and higher level math problems
- Enrich problems
- Extend activities
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- Student driven activities
- Student choice activities
- Peer tutoring

English Language Learners:

- Visuals
- Gesturing
- Miming and roleplay
- Use of manipulatives
- Simplified language/teacher talk/thinking aloud
- Providing a student buddy

Comprehensive Health & Physical Education Practices

Attending to personal, health, emotional, social and physical well-being	Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
Making decisions	Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.

Managing-self	Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.
Standard: 2.3 Safety	
Disciplinary Concept: Personal Safety	
Core Idea: - Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations. - Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame. - Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.	
Performance Expectations: 2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence). 2.3.8.PS.2: Define sexual consent and sexual agency. 2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on	

sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence). 2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth. 2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs). 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion). 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).
Primary Interdisciplinary Connections: Speaking and Listening - SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly. Mathematics - MP 2: Reason abstractly and quantitatively. Science - MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
Computer Science and Design Thinking Standards: 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. 8.2.8.ITH.2: Compare how technologies have influenced society over time.
Career Readiness, Life Literacies, and Key Skills: 9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration. 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
Big Idea: Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.
Essential Questions: - What is the difference between healthy and unhealthy risks? - Why do we sometimes take risks that can cause harm to ourselves or others?
Instructional Objectives: <i>Students will be able to...</i> Assess the degree of risk in a variety of situations and identify strategies to reduce

intentional and unintentional injuries to self and others. - Describe effective personal protection strategies used in public places and what to do when one's safety is compromised. - Analyze the causes and the consequences of noncompliance with the traffic safety system. - Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning. - Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies. - Explain what to do if abuse is suspected or occurs. - Summarize the components of the traffic safety system and explain how people contribute to making the system effective. - Assess when to use basic first-aid procedures.
Topics: Refusal Skills First Aid / CPR / Safety Abuse Internet Safety
Suggested Activities: - Topic Vocabulary - E-flashcards - Discussion of community resources - Examine media for different health articles - Expository writing - Guest speakers - Group project - Topic related videos - Worksheets - Dimensions of Wellness Activity - Class discussion - Question box - Webquest
Suggested Curriculum Integration: <i>Language Arts:</i> Read and respond to informational text Use glossary and index to locate information in text Vocabulary development Research Information Making Inferences Journal Writing Written response to lesson questions

Writing text to accompany projects

Math:

Read and interpret graphs & charts

Collect and organize data

Represent and classify data according to attributes (Venn Diagrams)

Recognizing and describing changes in quantities

Technology:

Multimedia presentations

Research health topics specific to chapter using internet sources

Science:

Basic Needs of human beings

Human Body Systems

Recognize individuals vary within species, including humans

Suggested Resources:

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Evidence of Learning

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Performance Assessment

Exit Slips

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Classroom discussions

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Performance Tasks/Use of Technology

Performance Tasks: Classwork

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Use of Technology: Laptops or iPads

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STEAM Lab

Modifications (Special Education, Gifted and Talented, ELLs):

IEP modifications:

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Standard: 2.3 Safety	
Disciplinary Concept: Health conditions, diseases, and medicine	
Core Idea: • Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition. • The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.	
Performance Expectations: • 2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions. • 2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors. • 2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer). • 2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV). • 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission. • 2.3.8.HCDM.6: Explain how the immune system fights disease. • 2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine promote health-enhancing behaviors.	
Primary Interdisciplinary Connections: Speaking and Listening • SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly. Mathematics • MP 2: Reason abstractly and quantitatively.	

Science

- MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

Computer Science and Design Thinking Standards:

- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
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Career Readiness, Life Literacies, and Key Skills:

- 9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Big Idea:

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

Essential Questions:

To what extent can we keep ourselves disease free?

Instructional Objectives:

Students will be able to...

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

Topics:

Current Health
Communicable Diseases (including STD's, HIV/AIDS)

Mental Health and Disorders

Cancer

Health Care Costs

Communicable and Non-communicable Diseases

Public Health

Suggested Activities:

- Topic Vocabulary
- E-flashcards
- Discussion of community resources
- Examine media for different health articles
- Expository writing
- Guest speakers
- Group project
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- Worksheets
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Suggested Curriculum Integration:

Language Arts:

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Use glossary and index to locate information in text

Vocabulary development

Research Information

Making Inferences

Journal Writing

Written response to lesson questions

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Evidence of Learning

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Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.
Standard: 2.3 Safety	

Disciplinary Concept: Alcohol, Tobacco, and other Drugs
Core Idea: The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.
Performance Expectations: 2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically. 2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse. 2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs. 2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory. 2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.
Primary Interdisciplinary Connections: Speaking and Listening - SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly. Mathematics - MP 2: Reason abstractly and quantitatively. Science - MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
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Career Readiness, Life Literacies, and Key Skills: 9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration. 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
Big Idea: Knowledge about drugs and medicines informs decision making related to personal wellness

and the wellness of others.

Essential Questions:

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

Instructional Objectives:

Students will be able to...

1. Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.
2. Predict the legal and financial consequences of the use, sale, and possession of illegal substances.
3. Analyze the effects of all types of tobacco use on the aging process.
4. Compare and contrast smoking laws in New Jersey with other states and countries.
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.
6. Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STI's.
7. Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.
8. Analyze health risks associated with injected drug use.
9. Explain the system of drug classification and why it is useful in preventing substance abuse.
10. Relate tobacco use and the incidence of disease.
11. Compare the effects of laws, policies, and procedures on smokers and nonsmokers.
12. Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm on one's health.
13. Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.
14. Summarize the signs and symptoms of inhalant abuse.
15. Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.

Topics:

Alcohol and Tobacco (Health Risks)
 Fetal Alcohol Syndrome
 Community Health
 Addiction Costs to Society
 Treatment Centers
 Help Agencies
 Media Influences
 Tobacco Use in Relation to Diseases

Health Risks of Drugs and Alcohol
 Legal and Financial Consequences
 Drug Addiction

Suggested Activities:

Suggested Activities:

- Topic Vocabulary
- E-flashcards
- Discussion of community resources
- Examine media for different health articles
- Expository writing
- Guest speakers
- Group project
- Topic related videos
- Worksheets
- Dimensions of Wellness Activity
- Class discussion
- Question box
- Webquest
- Wellness Day activities

Suggested Curriculum Integration:

Language Arts:

Read and respond to informational text
 Use glossary and index to locate information in text
 Vocabulary development
 Research Information
 Making Inferences
 Journal Writing
 Written response to lesson questions
 Writing text to accompany projects

Math:

Read and interpret graphs & charts
 Collect and organize data
 Represent and classify data according to attributes (Venn Diagrams)
 Recognizing and describing changes in quantities

Technology:

Multimedia presentations
 Research health topics specific to chapter using internet sources

Science:

Basic Needs of human beings

Human Body Systems

Recognize individuals vary within species, including humans

Suggested Resources:

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- Games Kids Play – www.gameskidsplay.net/
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- Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – www.sparkpe.org
- Team Nutrition – www.teamnutrition.usda.gov
- Teen Health – www.teenhealth.org
- The President’s Council on Physical Fitness and Sport – www.presidentschallenge.org
www.fitness.gov
- US Department of Health and Human Services – www.HHS.gov
- Kids Health - www.Kidshealth.org
- Brain Pop - www.brainpop.com
- Shape America - www.ShapeAmerica.org
- Red Ribbon Week - www.Redribbon.org
- Project Adventure - www.PA.org
- Open Physical Education - www.OpenPhysEd.org
- American Red Cross - www.RedCross.org
- Advocates for Youth - www.Advocatesforyouth.org
- Drug Free World - www.Drugfreeworld.org

Suggested Assessments:

- Lesson reviews
- Teacher made rubrics
- Lesson tests
- Projects
- Class work
- Performance in group and individual hands-on activities
- Oral presentations
- Multimedia Presentations
- Web quests
- Pictorial prompts/ responses
- Verbal/ Written responses
- Open-ended responses
- Students responses to questioning techniques
- Class discussion

Evidence of Learning

Suggested Formative & Summative Assessments:

Teacher Observation
 Performance Assessment
 Exit Slips
 Portfolios/Journals
 Pre-Assessments
 Lesson, chapter, or end-of-unit reviews and tests
 Class work
 Performance in group and individual hands-on activities
 Open-ended responses
 Classroom discussions
 Multi-media presentations

Performance Tasks/Use of Technology

Performance Tasks: Classwork
 Projects
 Use of Technology: Laptops or iPads
 Smartboard
 STEAM Lab

Modifications (Special Education, Gifted and Talented, ELLs):

IEP modifications:

- Modified classroom and homework assignments
- Teacher tutoring
- Parent - teacher communication
- Anchor charts and visual aids
- Flexible grouping
- Teacher - student goal setting
- Technology integration
- Centers
- Response to intervention

504 Modification Plan:

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints

- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Anchor charts
- Guided notes
- Preferential seating

Gifted and Talented

- Multi-step and higher level math problems
- Enrich problems
- Extend activities
- Centers
- Student driven activities
- Student choice activities
- Peer tutoring

English Language Learners:

- Visuals
- Gesturing
- Miming and roleplay
- Use of manipulatives
- Simplified language/teacher talk/thinking aloud
- Providing a student buddy

Comprehensive Health & Physical Education Practices

Attending to personal, health, emotional, social and physical well-being	Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social

	and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
Making decisions	Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
Managing-self	Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.
Standard: 2.3 Safety	
Disciplinary Concept: Dependency, Substance Disorders, and Treatment	
Core Idea:	

- A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.
- The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.

Performance Expectations:

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

Primary Interdisciplinary Connections:

Speaking and Listening

- SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly.

Mathematics

- MP 2: Reason abstractly and quantitatively.

Science

- MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

Computer Science and Design Thinking Standards:

- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Big Idea:

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

Essential Questions:

What are the factors that cause addiction?

Instructional Objectives:

Students will be able to...

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. Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.
3. Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
4. Explain how wellness is affected during the stages of drug dependency/addiction.
5. Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.
6. Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.

Topics:

- Alcohol and Tobacco (Health Risks)
- Fetal Alcohol Syndrome
- Community Health
- Addiction Costs to Society
- Treatment Centers
- Help Agencies
- Media Influences
- Tobacco Use in Relation to Diseases
- Health Risks of Drugs and Alcohol
- Legal and Financial Consequences
- Drug Addiction

Suggested Activities:

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