



VERNON TOWNSHIP  
SCHOOL DISTRICT

**Physical Education  
Health 4-5  
Curriculum Map**

Adapted from:  
Understanding By Design

Reviewed by:  
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Adopted:  
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## Course Description

Health Education 4-5 is a marking period class that seeks to improve the student's physical, social, mental and emotional wellbeing. Throughout this course, students will adopt healthy practices and decision-making skills that will foster informed lifestyle choices and behavior. Students will be introduced to various topics dealing with wellness, drugs and medicines, and human relationships, gender identity and sexuality. Students will have the opportunity to discuss health matters which are particularly relevant at this stage in their lives. The cooperative effort of school, family, and community agencies will enhance the health education program.

Various Levels of Text: Supplemental text and audio visual materials are provided for above grade level and below grade level for students who need them.

AI tools and Text to Speech tools may be used to adapt the lexile level of grade level materials.

## New Jersey learning Standards covered throughout the course

In conjunction with the New Jersey Student Learning Standards, students enrolled in the courses will demonstrate the ability to:

2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).

2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.

2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.

2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).

2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.

2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.

2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).

2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.

2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.

2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.

2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.

2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.

2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).

2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.

2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.

2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.

2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).

2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.

2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.

2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.

2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.

2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).

2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.

2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.

2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.

2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.

2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)

2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).

2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).

2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.

2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.

2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs.

2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.

2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.

2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.

2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).

### Grading Criteria

- Homework 15%
- Quizzes 30%
- Tests 40%
- Participation 15%

### Course Resources

**Core:** Access to OPEN PE and SHAPE NJ online resources.

#### Technologies

- Personal computer with Internet access, a web browser and word processing, presentation software for both teacher and student use.
- Software and web-based presentation resources

#### Supplemental Materials

- Appropriate Unit Specific Equipment
- Learning Stations

Scope and Sequence- Topical Outline		
Unit	Title	Time
1	Unit 1: Personal Growth/ Wellness	2 weeks
2	Unit 2: Alcohol, Tobacco, and other drugs	2 weeks
3	Unit 3: Family Life	2 weeks
4	Unit 4: Community Health Skills <i>with DEI</i>	3 weeks

The timeline is only an approximation. The inclusion of a classroom project in any one of the above units would extend the time allotment.

Subject Area: Physical Education Grade Level: Health 4-5	
Unit	1- Personal Growth and Wellness
Timeframe	2 weeks
Established Goals	<ul style="list-style-type: none"> <li>All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. (<i>Standard 2.1 and 2.6</i>)</li> </ul>
NJSLS	<ul style="list-style-type: none"> <li>2.6.6.A.4, 2.6.6.A.1, 2.1.6.C.1, 2.3.5.HCDM.1, 2.3.5.HCDM.2, 2.3.5.HCDM.3, 2.1.6.B.2, 2.1.6.B.1, 2.1.5.PGD.5, 2.1.5.PGD.4, 2.1.5.PGD.3, 2.1.5.PGD.2, 2.1.5.PGD.1, 2.1.6.A.2, 2.1.6.A.1</li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>How do students demonstrate peer cooperation working in small or large groups?</li> <li>How do students demonstrate content knowledge and understanding?</li> <li>How do students demonstrate self-advocacy?</li> <li>How do one's choices and behaviors affect personal wellness?</li> </ul>
Content Knowledge	<i>Students will learn:</i> <ul style="list-style-type: none"> <li>Staying healthy is a lifelong process that includes all dimensions of wellness.</li> <li>Eating patterns are influenced by a variety of factors.</li> </ul>

	<ul style="list-style-type: none"> <li>• The early detection and treatment of diseases and health conditions impact one's health.</li> <li>• Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.</li> </ul>
<b>Skills</b>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Identify specific diseases and conditions that are prevalent in adolescents and determine strategies to prevent, detect and treat them.</li> <li>• Determine the benefits or risks that certain food choices and eating patterns have on one's overall wellness.</li> <li>• Analyze personal wellness and health practices (nutrition, physical activity) to develop, implement, and achieve 3 personal health goals.</li> </ul>
<b>Performance Tasks</b>	<ul style="list-style-type: none"> <li>• Pre and Post assessment</li> <li>• Quizzes</li> <li>• Tests</li> <li>• Projects</li> <li>• Homework</li> </ul>
<b>Other Assessment Evidence</b>	<p>Benchmark:</p> <ul style="list-style-type: none"> <li>• Pre and post assessments</li> </ul> <p>Formative:</p> <ul style="list-style-type: none"> <li>• Daily Do Now's about the previous day's lesson</li> <li>• Peer review questions</li> <li>• Unit worksheets</li> </ul> <p>Summative</p> <ul style="list-style-type: none"> <li>• Unit quizzes</li> <li>• Unit group project</li> </ul> <p>Alternative:</p> <ul style="list-style-type: none"> <li>• Individual project</li> </ul>
<b>Resources/Materials</b>	<p>Supplemental</p> <ul style="list-style-type: none"> <li>• Appropriate texts</li> <li>• PowerPoints/Presentations</li> <li>• Handouts</li> </ul>

	Core: <ul style="list-style-type: none"> <li>● NJSHAPE</li> <li>● US OPEN</li> </ul>
<b>Learning Activities</b>	<ul style="list-style-type: none"> <li>● Recall Prior Knowledge</li> <li>● Quick Check</li> <li>● Try/ Independent Practice</li> <li>● Group Practice</li> <li>● Pair and Share</li> <li>● Class Discussions</li> <li>● Class Debate</li> </ul>
<b>Interdisciplinary Connections</b>	<p>2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.</p> <p><b>Class discussion and exploration activity:</b> In our Personal Growth and Wellness unit, we focus on understanding how physical, emotional, and mental well-being are shaped by a variety of factors, including our environment and the choices we make. Class discussion will encourage discovery on how we need balance in different aspects of our lives (physical, emotional, social) for optimal health, how they can adapt to changes in their own lives (such as new challenges, environments, or personal changes) to maintain a healthy and balanced lifestyle. They will also observe and discuss the diversity of life in different habitats and how all living organisms are interconnected. Just as animals and plants rely on each other in an ecosystem, our personal well-being is connected to how we interact with others, our surroundings, and the choices we make.</p>

<b>Subject Area: Physical Education</b> <b>Grade Level: Health 4-5</b>	
<b>Unit</b>	<b>2 - Alcohol, Tobacco, and other Drugs</b>
<b>Timeframe</b>	2 weeks
<b>Established Goals</b>	<ul style="list-style-type: none"> <li>● To make students aware of drug use, misuse, abuse, and chemical dependency with an emphasis upon prevention, and responsible decision-making skills.</li> </ul>

<b>NJSLS</b>	<ul style="list-style-type: none"> <li>• 2.2.6.B.1, 2.3.6.A.1, 2.3.6.B.1, 2.3.6.B.2, 2.3.6.B.3, 2.3.5.ATD.1, 2.3.5.ATD.2, 2.3.5.ATD.3, 2.3.6.C.1, 2.3.6.C.2, 2.3.5.DSDT.1, 2.3.5.DSDT.2, 2.3.5.DSDT.3, 2.3.5.DSDT.4, 2.3.5.DSDT.5</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do students demonstrate peer cooperation working in small or large groups?</li> <li>• How do students demonstrate content knowledge and understanding?</li> <li>• How do students demonstrate self-advocacy?</li> <li>• How do one's choices and behaviors affect personal wellness?</li> </ul>
<b>Content Knowledge</b>	<p><i>Students will learn:</i></p> <ul style="list-style-type: none"> <li>• Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.</li> <li>• Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.</li> <li>• There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.</li> <li>• The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.</li> <li>• Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.</li> <li>• Substance abuse is caused by a variety of factors.</li> <li>• The short- and long-term effects of substance abuse are dangerous and harmful to one's health.</li> <li>• The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.</li> </ul>
<b>Skills</b>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Determine effective decision making strategies that would assist in choices involving alcohol, tobacco, and other drugs.</li> <li>• Compare and contrast short and long term physical and behavioral effects of substance use and abuse caused by over the counter and prescribed medication.</li> <li>• Compare the effects and consequences of laws, policies, and procedures on people who use and abuse substances to those who do not.</li> <li>• Determine how laws/policies can have an effect on the health of both smokers and nonsmokers.</li> <li>• Summarize the signs and symptoms of a person who is abusing alcohol, tobacco and other drugs, and determine how it affects personal wellness both short term and long term.</li> </ul>



<p><b>Other Assessment Evidence</b></p>	<p>Benchmark:</p> <ul style="list-style-type: none"> <li>● Written pre test on knowledge of tobacco, alcohol, and prescription and over the counter medication.</li> </ul> <p>Formative:</p> <ul style="list-style-type: none"> <li>● Daily Do Now's about the previous day's lesson</li> <li>● Peer review questions</li> <li>● Class discussions and class skits</li> </ul> <p>Summative</p> <ul style="list-style-type: none"> <li>● Unit quizzes - tobacco, alcohol, prescription and over the counter medicines</li> <li>●</li> </ul> <p>Performance Tasks / Alternative Assessments:</p> <ul style="list-style-type: none"> <li>● Individual project - Anti drug poster</li> <li>● Unit group project - dangers of drugs, alcohol, medications</li> </ul>
<p><b>Resources/Materials</b></p>	<p>Supplemental</p> <ul style="list-style-type: none"> <li>● Appropriate texts</li> <li>● PowerPoints/Presentations</li> <li>● Handouts</li> </ul> <p>Core</p> <ul style="list-style-type: none"> <li>● NJSHAPE</li> <li>● US OPEN</li> </ul>
<p><b>Learning Activities</b></p>	<ul style="list-style-type: none"> <li>● Recall Prior Knowledge</li> <li>● Quick Check</li> <li>● Try/ Independent Practice</li> <li>● Group Practice</li> <li>● Pair and Share</li> <li>● Class Discussions</li> <li>● Class Debate</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<p>6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</p> <p><b>Activity: The Impact of Tobacco, Alcohol, and Other Drugs on Individuals and Society:</b> Students will explore the physical, mental, and social effects of tobacco, alcohol, and other drugs on individuals and communities. Through research and collaboration, they will create informative presentations on how these</p>

	substances impact personal health and societal well-being, promoting informed decision-making and community awareness. Students will create a community awareness campaign using research to educate others about the risks of tobacco, alcohol, and drugs.
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<b>Subject Area: Physical Education</b> <b>Grade Level: Health 4-5</b>	
<b>Unit</b>	<b>3- Family Life</b>
<b>Timeframe</b>	2 weeks
<b>Established Goals</b>	<ul style="list-style-type: none"> <li>● To make students aware of family relationships, including the changes</li> <li>● that occur within some families, skills for same and opposite sex friendships, communication skills, and ways to handle peer pressure.</li> </ul>
<b>NJSLS</b>	<ul style="list-style-type: none"> <li>● 2.4.6.A.1, 2.4.6.A.2, 2.4.6.A.3, 2.1.5.SSH.1, 2.1.5.SSH.2, 2.1.5.SSH.3, 2.1.5.SSH.4, 2.1.5.SSH.5, 2.1.5.SSH.6, 2.1.5.SSH.7, 2.4.4.B.1, 2.4.6.B.1, 2.4.4.C.1, 2.4.4.C.2, 2.4.6.C.1, 2.4.6.C.2, 2.1.5.PGD.1, 2.1.5.PGD.2</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How do students demonstrate peer cooperation working in small or large groups?</li> <li>● How do students demonstrate content knowledge and understanding?</li> <li>● How do students demonstrate self-advocacy?</li> <li>● How do one's choices and behaviors affect personal wellness?</li> </ul>
<b>Content Knowledge</b>	<p><i>Students will learn:</i></p> <ul style="list-style-type: none"> <li>● Healthy relationships require a mutual commitment.</li> <li>● All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.</li> <li>● Family members impact the development of their children physically, socially and emotionally.</li> <li>● People in healthy relationships share thoughts and feelings, as well as mutual respect.</li> <li>● Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.</li> <li>● Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.</li> <li>● Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.</li> <li>● The health of the birth mother impacts the development of the fetus.</li> </ul>

	<ul style="list-style-type: none"> <li>Pregnancy can be achieved through a variety of methods.</li> </ul>
<b>Skills</b>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>Distinguish types of relationships (family, friend, romantic) experienced by adolescents and determine healthy characteristics (trust, communication, honesty) that may influence each relationship. Compare and contrast changes that occur during puberty (physical, social and emotional) in both males and females.</li> <li>Identify strategies (refusal skills) that adolescents may employ to resist pressure to become sexually active and remain abstinent.</li> <li>Identify the signs of pregnancy.</li> <li>Discuss the process of fertilization, embryonic growth, and fetal development and explain how the health of the birth mother affects a developing fetus.</li> </ul>
<b>Other Assessment Evidence</b>	<p>BENCHMARK:</p> <ul style="list-style-type: none"> <li>Pre and post assessments on health and wellness content including relationships and healthy and unhealthy behaviors.</li> </ul> <p>FORMATIVE:</p> <ul style="list-style-type: none"> <li>Teacher observation of students demonstrating health and wellness key concepts.</li> <li>Peer evaluation of health and nutrition habits inquiring health vs unhealthy habits and relationships.</li> </ul> <p>SUMMATIVE:</p> <ul style="list-style-type: none"> <li>Skill development application to different scenarios regarding healthy living, wellness, exercise and nutrition, and relationship building.</li> </ul> <p>Performance Tasks / Alternative Assessments:</p> <ul style="list-style-type: none"> <li>project</li> </ul>
<b>Resources/Materials</b>	<p>Supplemental</p> <ul style="list-style-type: none"> <li>Appropriate texts</li> <li>PowerPoints/Presentations</li> <li>Handouts</li> </ul> <p>Core</p> <ul style="list-style-type: none"> <li>NJSHAPE</li> <li>US OPEN</li> </ul>

<b>Learning Activities</b>	<ul style="list-style-type: none"> <li>● Recall Prior Knowledge</li> <li>● Quick Check</li> <li>● Try/ Independent Practice</li> <li>● Group Practice</li> <li>● Pair and Share</li> <li>● Class Discussions</li> <li>● Class Debate</li> </ul>
<b>Interdisciplinary Connections</b>	<p>W.NW.5.3. Write narratives to develop real or imagined experiences or events using the effective technique, descriptive details, and clear event sequences.</p> <p>Activity: Create a story that highlights healthy and or unhealthy relationships and the interactions that are associated with each. Health: Understanding the role of family in emotional well-being, personal development, and relationship dynamics. Language Arts: Analyzing and creating stories that reflect different family structures, roles, and experiences.</p>

<b>Subject Area: Physical Education</b> <b>Grade Level: Health 4-5</b>	
<b>Unit</b>	<b>4 - Community Health Skills/ Diversity, Equity, &amp; Inclusion</b>
<b>Timeframe</b>	2 weeks
<b>Established Goals</b>	<ul style="list-style-type: none"> <li>● To make students aware of the personal strategies, health services, and health organizations which maintain and promote the health of people and the environment in their community.</li> </ul>
<b>NJSLS</b>	<ul style="list-style-type: none"> <li>● 2.1.6.E.1, 2.1.6.E.2, 2.3.5.PS.1, 2.3.5.PS.2, 2.3.5.PS.3, 2.3.5.PS.4, 2.3.5.PS.5, 2.3.5.PS.6, 2.1.6.D.1, 2.1.5.EH.1, 2.1.5.EH.2, 2.1.5.EH.3, 2.1.5.EH.4, 2.2.6.A.1, 2.2.6.B.1, 2.2.6.C.1, 2.2.6.D.1, 2.2.6.E.1, 2.1.5.CHSS.1, 2.1.5.CHSS.2, 2.1.5.CHSS.3,</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How do students demonstrate peer cooperation working in small or large groups?</li> <li>● How do students demonstrate content knowledge and understanding?</li> </ul>

	<ul style="list-style-type: none"> <li>● How do students demonstrate self-advocacy?</li> <li>● How do one's choices and behaviors affect personal wellness?</li> </ul>
<b>Content Knowledge</b>	<p><i>Students will learn:</i></p> <ul style="list-style-type: none"> <li>☐ Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</li> <li>☐ Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.</li> <li>☐ There are strategies that individuals can use to communicate safely in an online environment.</li> <li>☐ Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.</li> <li>☐ Social and emotional development impacts all components of wellness.</li> <li>☐ Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.</li> <li>☐ Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.</li> <li>☐ Effective communication may be a determining factor in the outcome of health- and safety-related situations.</li> <li>☐ Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.</li> <li>☐ Personal core ethical values impact the behavior of oneself and others.</li> <li>☐ Participation in social and health- or service-organization initiatives have a positive social impact.</li> <li>☐ Health literacy includes the ability to compare and evaluate health resources.</li> <li>☐ Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.</li> </ul>
<b>Skills</b>	<p><i>Students will be able to demonstrate:</i></p> <ul style="list-style-type: none"> <li>● Demonstrate how the use of verbal and nonverbal (conversation, physical gestures) interpersonal communication may impact the health of oneself or others we come into contact with. ( i.e. being able to communicate the need for help in different situations)</li> <li>● Determine how preconceived attitudes and assumptions impact personal and family decisions and behaviors.</li> <li>● Analyze one's values and community needs and determine the potential impact of participating in community and service projects on self and others.</li> <li>● Summarize the common causes of intentional and unintentional injuries and develop strategies to reduce or prevent the risk of injury at home, school, and in the community.</li> <li>● Analyze how one's personal assets (confidence, compassion, intelligence) support healthy social and emotional development</li> </ul>

<p><b>Other Assessment Evidence</b></p>	<p>BENCHMARK:</p> <ul style="list-style-type: none"> <li>● Pre and post assessments on health and wellness content including nutrition, exercise, and wellness.</li> </ul> <p>FORMATIVE:</p> <ul style="list-style-type: none"> <li>● Teacher observation of students demonstrating health and wellness key concepts.</li> <li>● Peer evaluation of health and nutrition habits inquiring health vs unhealthy habits.</li> </ul> <p>SUMMATIVE:</p> <ul style="list-style-type: none"> <li>● Skill development application to different scenarios regarding healthy living, wellness, exercise and nutrition.</li> </ul> <p>ALTERNATIVE:</p> <ul style="list-style-type: none"> <li>● Verbal quizzes/tests on content regarding wellness, exercise, and nutrition.</li> </ul>
<p><b>Resources/Materials</b></p>	<p>Core:</p> <ul style="list-style-type: none"> <li>● <a href="#">The Puberty Workshop - Website</a></li> <li>● <a href="#">Puberty Workshop - introduction</a></li> <li>● <a href="#">Puberty Workshop - curriculum overview</a></li> <li>● <a href="#">Puberty Workshop - Video Topic Menu</a></li> </ul> <p>Supplemental:</p> <ul style="list-style-type: none"> <li>● Appropriate texts</li> <li>● PowerPoints/Presentations</li> <li>● Handouts</li> <li>● NJSHAPE</li> <li>● US OPEN</li> </ul>
<p><b>Learning Activities</b></p>	<ul style="list-style-type: none"> <li>● Recall Prior Knowledge</li> <li>● Quick Check</li> <li>● Try/ Independent Practice</li> <li>● Group Practice</li> <li>● Pair and Share</li> <li>● Class Discussions</li> <li>● Class Debate</li> </ul>

<p><b>Interdisciplinary Connections</b></p>	<p>6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.</p> <p><b>Community Action Plan:</b> As a class, create a Community Health and Wellness Action Plan where students choose a project (e.g., creating a wellness program, organizing a community event) and identify the collaborative behaviors they will use to make it a success. Students could present this plan to school administrators, parents, or local community leaders. Students will choose one of the following scenarios and work with their group to collaborate an appropriate plan. <b>Scenario 1:</b> The local park is not being used enough by community members. How can the community promote more physical activity and ensure the park is accessible and enjoyable for all, including people with disabilities and elderly citizens? <b>Scenario 2:</b> There is an increase in stress and anxiety among students in the community. What programs or initiatives can the school create to support mental health, and how can different groups (parents, teachers, students) work together on this issue? <b>Scenario 3:</b> The community is experiencing a rise in poor eating habits. How can various community members (e.g., local farmers, schools, restaurants) collaborate to promote healthier eating choices?</p>
<p><b>Diversity, Equity, &amp; Inclusion</b></p>	<p>Activity:</p> <ul style="list-style-type: none"> <li>- “Kids Around the World” Students will explore the way sports are played by kids around the world.</li> <li>- Groups will evaluate popularity of different sports in different countries around the world.</li> <li>- Class discussion will include exploring the topics of how geography, climate, and resources influence the types of sports kids play in different regions.</li> <li>- <b>Cultural Influences on Sports:</b> How do local customs, traditions, and values impact the sports that children play?</li> <li>- <b>Globalization of Sports:</b> How do global sports, like soccer or basketball, cross cultural boundaries and become popular in countries where they weren’t traditionally played?</li> <li>- <b>Accessibility and Resources:</b> How do economic factors, infrastructure, and available resources influence the types of sports kids can participate in?</li> </ul>

### Additional Information:

<p style="text-align: center;"><b>21st Century, Career Readiness, Life Literacies, and Key Skills</b></p>	<ul style="list-style-type: none"> <li>● 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</li> <li>● 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.</li> <li>● 9.1.2.FP.2: Differentiate between financial wants and needs.</li> <li>● 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).</li> <li>● 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.</li> <li>● 9.1.2.PB.2: Explain why an individual would choose to save money.</li> <li>● 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.</li> <li>● 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</li> <li>● 9.2.5.CAP.2: Identify how you might like to earn an income.</li> <li>● 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</li> <li>● 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification</li> <li>● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).</li> <li>● 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</li> <li>● Robotics Curriculum prepares students for future CTE programs in Engineering. <a href="#">EZ-Robots</a>, <a href="#">Bee Bots</a>, and <a href="#">Lego Mindstorms</a> are used.</li> <li>● Technology Curriculum prepares students with entrepreneurial skills which lead students into CTE programs and Career Pathways.</li> </ul>
<p style="text-align: center;"><b>Use of Technology</b></p>	<ul style="list-style-type: none"> <li>● All classrooms have access to projector and screen with speaker system to lessons can include video, sound, and interactive lessons for all lesson plans.</li> <li>● Reviewing internet safety and guidelines for proper use.</li> <li>● Use of technology to compliment learned and new skills.</li> </ul>
<p style="text-align: center;"><b>Technology Integration</b></p>	<ul style="list-style-type: none"> <li>● 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.</li> <li>● 8.2.5.ED.1: Explain the functions of a system and its subsystems. • 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.</li> </ul>
<p style="text-align: center;"><b>Accommodations for: Special Education and 504</b></p>	<ul style="list-style-type: none"> <li>● Special Education modifications will be implemented as per the Individualized Education Programs of the students in the class.</li> <li>● Please <a href="#">click here</a> for an overview of the variety of accommodations set in place.</li> <li>● Accommodations will be dictated by the general makeup of the class.</li> </ul>



<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>• Coordinate activities with ESL teacher to accommodate individual learning needs</li> <li>• Provide appropriate leveled texts</li> <li>• Students complete the ACCESS 2.0 test yearly to measure growth and guide instruction</li> </ul>
<b>Gifted and Talented</b>	<ul style="list-style-type: none"> <li>• Inclusive Identification process that depicts the child as a whole in order to provide the best learning environment possible for each student. <a href="#">Click here for Identification Profile Sample</a></li> <li>• Tiered Services utilizing NAGC K-12 Programming standards to ensure individual needs are being met. <a href="#">Click here for services map.</a></li> <li>• Formative Assessment utilized in order to promote acceleration, curriculum compacting, grouping, and asynchronous learning where appropriate.</li> <li>• Dynamic Model for Gifted Program Improvement is utilized in order to verify that our program is employing not only up to date methods, but also effective ones.</li> <li>• Teacher training in Gifted Education.</li> </ul>
<b>Career Education</b>	<ul style="list-style-type: none"> <li>• Health Educator</li> <li>• Nurse</li> <li>• Medical Professional</li> <li>• Professional Athlete</li> <li>• Coach</li> <li>• Referee / Umpire</li> <li>• Sports Medicine (Athletic Trainer)</li> <li>• Sports Commentator / Broadcaster</li> <li>• Sports Analyst</li> <li>• Fitness Trainer (Personal Trainer)</li> <li>• Bow Technician / Equipment Specialist</li> <li>• Sports Event Coordinator</li> <li>• Race Director</li> <li>• Physical Education Teacher</li> <li>• Physical Therapist</li> <li>• Occupational Therapist</li> <li>• Recreation Director</li> <li>• Sports Nutritionist</li> </ul>
<b>MTSS/ RTI Alignment</b>	<p>The <a href="#">VTSD Response to Intervention and MTSS Manual</a> and the <a href="#">NJTSS Early Reading Screening Guidelines</a> outline the policies and procedures that 'exist to ensure a coordinated system for planning, delivering, measurement, and modification of intervention and referral services implemented in each school by a multidisciplinary team to address the learning, behavioral, and health needs of all students. (N.J.A.C. 6A:16-8)' This requirement is fulfilled through the district New Jersey Tiered System of Support (NJTSS) Early Reading grant initiative and our Multi-Tiered Systems of Support (MTSS) Response to Intervention plan which includes</p> <ol style="list-style-type: none"> <li>a. A continuum of supports and interventions available in each school to support learning, behavior, and health needs;</li> <li>b. Action plans for interventions based on student data and desired outcomes;</li> <li>c. Professional development for multidisciplinary teams and staff who provide interventions; and</li> </ol>

	d. Review and assessment of effectiveness of interventions (e.g., progress monitoring).
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