

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



Health Education Grade 9

Length of Course:	45 Days/Quarter
Elective/Required:	Required
Schools:	High School
Eligibility:	Grade 9
Credit Value:	1.25 Credits
Date Approved:	August 17, 2021

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Pacing Guide

Order of instruction to be determined by the teacher.

Disciplinary Concept	Suggested Pacing
Standard 2.1 Personal and Mental Health	
<u>Personal Growth & Development (PGD)</u>	5 Days
<u>Pregnancy & Parenting (PP)</u>	5 Days
<u>Emotional Health (EH)</u>	5 Days
<u>Social & Sexual Health (SSH)</u>	5 Days
Standard 2.2 Physical Wellness	
<u>Nutrition (N)</u>	5 Days
Standard 2.3 Safety	
<u>Personal Safety (PS)</u>	10 Days
<u>Alcohol Tobacco & Other Drugs (ATD)</u>	5 Days
<u>Dependency, Substance Disorder, & Treatment (DSDT)</u>	5 Days
Resources & Related Information	

*The following pacing guide was prepared to assist all stakeholders in understanding exactly what our teaching staff is going to review with students during 9th Grade Health. Each disciplinary concept has core ideas, essential questions, performance expectations, concepts and skills which provide an overview of the content matter. The instructional actions are some examples of how the teaching staff will implement instruction and assessment. **Modifications will be made to accommodate IEP mandates for classified students.** Our staff is continuously analyzing best practices, strategies and resources to enhance educational outcomes and learning experiences by reflecting on each quarter, unit of study, and lesson.*

Personal Growth & Development (PGD)

**New Jersey Student Learning Standard - 2.1 Personal and Mental Health
Suggested Pacing: 5 Days**

Core Idea/s:

- The decisions one makes can influence an individual’s growth and development in all dimensions of wellness.

Essential Question/s:

- What is the importance of setting goals to maintain a healthy lifestyle?
- How do healthy choices and behaviors, and the use of advanced technology, affect self and others?

Primary Teaching Resources

Performance Expectations	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>
<ul style="list-style-type: none"> ● 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. ● 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood. 	<ul style="list-style-type: none"> ● The importance of long and short-term goals ● They will have to make decisions every day of their lives ● All decisions have consequences, so they must be made with as much information as possible ● Role models are important ● That the choices they make affect not only themselves but others as well ● Physical, Mental, Social and Emotional Effects on self and Others ● Effects of the Internet 	<ul style="list-style-type: none"> ● Students will be able to analyze aspects of their behavior which seems to conflict with their core values ● Demonstrate and evaluate the use of decision making skills ● Select short and long-term goals for all areas of their lives ● Critique significant health decisions and debate choices ● Have reasons for selecting certain role models ● Rely on their character and values when making tough decisions about joining gangs, doing drugs, etc. ● Display proper personal hygiene

Instructional Actions

Activities/Strategies- (Technology Implementation/ Interdisciplinary Connections) Videos/DVDs, Group Work, Handouts, Research, Lecture, Diagrams, Bulletin Boards, Cooperative Activities, Guest Speakers, Presentations, Google Slides, Debates, Create an Advertisement, Internet, Question Box, Reflection, Kahoot, Quizlet, Other web services.

Formative Assessment Check Points- Pre-assessment, Worksheets, Class Discussion, Homework, Quizzes, Tests, Lecture, Projects, Presentations, Reports, Research Paper, Current Event Assignments, Q and A and any other assignment that checks for understanding.

Summative Unit Assessments: Teacher Observation, Written/Oral Assessments, Question and Answer, Laptop Presentations, Unit Tests

Pregnancy And Parenting (PP)

**New Jersey Student Learning Standard - 2.1 Personal and Mental Health
Suggested Pacing: 5 days**

Core Idea/s:

- There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.

Essential Question/s:

- What factors influence a pregnancy outcome?
- What are prevention methods to prevent pregnancy and sexually transmitted infections?

Primary Teaching Resources

Performance Expectations	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>
<ul style="list-style-type: none"> • 2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams). • 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention. • 2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics. 	<ul style="list-style-type: none"> • Anatomy and physiology of the male/female reproductive systems: • Pregnancy test efficacy and how medical professionals confirm pregnancy. • Evaluate current birth control options and determine their effectiveness. Compared to abstinence. • Discuss and emphasize abstinence and how it pertains to pregnancy and STI prevention. • Resources for asking questions and getting medically accurate information regarding pregnancy & parenting. <p>*Abstinence will be stressed as the most effective form of contraception.</p>	<ul style="list-style-type: none"> • Label the different parts of the human reproductive system • Determine the function of the reproductive system parts • Research and create a timeline of the pregnancy trimesters • Explore reasons to practice abstinence as it relates to age, maturity, prevention and STI's. • Evaluate birth control options and determine which ones are the most effective. • Research and identify local resources and a trusted support network.

Instructional Actions

Activities/Strategies- (Technology Implementation/ Interdisciplinary Connections) Videos/DVDs, Group Work, Handouts, Research, Lecture, Diagrams, Bulletin Boards, Cooperative Activities, Guest Speakers, Presentations, Google Slides, Debates, Create an Advertisement, Internet, Question Box, Reflection, Kahoot, Quizlet, Other web services.

Formative Assessment Check Points- Pre-assessment, Worksheets, Class Discussion, Homework, Quizzes, Tests, Lecture, Projects, Presentations, Reports, Research Paper, Current Event Assignments, Q and A and any other assignment that checks for understanding.

Summative Unit Assessments: Teacher Observation, Written/Oral Assessments, Question and Answer, Laptop Presentations, Unit Tests

Emotional Health (EH)

New Jersey Student Learning Standard - 2.1 Personal and Mental Health
Suggested Pacing: 5 Days

Core Idea/s:

- **Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.**
- **Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.**

Essential Question/s:

- **What are hereditary factors that can affect our emotional health?**
- **Does my family have a history of stress-related illnesses?**
- **What are the warning signs of depression and suicide?**
- **How can healthy stress management help?**
- **How can I find resources that help?**

Primary Teaching Resources

Performance Expectations	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>
<ul style="list-style-type: none"> ● 2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. ● 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family. ● 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness). ● 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and 	<ul style="list-style-type: none"> ● Explore hereditary factors that can affect our emotional health ● Identify causes of stress ● How does the body react to stress ● Types of stress ● Stress can cause depression, and/or suicide. ● Warning signs of depression and suicide. ● Develop healthy stress management strategies. ● Identify coping strategies and stress reduction. ● Resources for helping themselves or others find the assistance they need 	<ul style="list-style-type: none"> ● Explore hereditary factors that can affect our emotional health ● Identify causes of stress ● How does the body react to stress ● Types of stress ● Stress can cause depression, and/or suicide. ● Warning signs of depression and suicide. ● Develop healthy stress management strategies. ● Identify coping strategies and stress reduction.

<p>other specific target audience (e.g., dimensions of health).</p>		<ul style="list-style-type: none"> Resources for helping themselves or others find the assistance they need
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Instructional Actions

Activities/Strategies- (Technology Implementation/ Interdisciplinary Connections) Videos/DVDs Group Work, Handouts, Research, Lecture, Diagrams, Labeling, Role Play, Bulletin Boards, Cooperative Activities, Guest Speakers, Presentations, PowerPoints, Debates, Create an Advertisement, Internet, Question Box, Quizlet, Kahoot, Other web services.

Assessment Check Points- Pre-assessment, Worksheets, Class Discussion, Homework, Quizzes, Tests, Lecture, Projects, Presentations, Reports, Research Paper, Q and A, Interviews, Notebooks, Observations, Portfolios

Unit Assessment: Teacher Observation, Written/Oral Assessments, Question and Answer, Poster/Project Presentations, Unit Tests

Social & Sexual Health (SSH)

**New Jersey Student Learning Standard - 2.1 Personal & Mental Health
Suggested Pacing: 5 Days**

Core Idea/s:

- **How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.**
- **Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.**

Essential Question/s:

- **What impact has technology had on communication and relationships?**
- **How do my influences impact my decision making, health outcomes, and attitudes toward a variety of health topics?**

Primary Teaching Resources

Performance Expectations	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>
<ul style="list-style-type: none"> ● 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity. ● 2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources. ● 2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies. 	<ul style="list-style-type: none"> ● Verbal and Non-verbal Communication ● Impact of technology on interpersonal communication ● The consequences of distributing and soliciting sexually explicit images through electronic means ● Development of Sexuality 	<ul style="list-style-type: none"> ● Communicate as a healthy, positive member of society ● Determine and differentiate between the various forms of non-verbal communication ● Analyze how technology impacts communication ● Protect themselves on the Internet ● Recognize the changes that take place in themselves ● Recognize the difference between various sexualities and identities ● Compare and contrast the difficulties/challenges between different sexualities specific to teens

Instructional Actions

Activities/Strategies- (Technology Implementation/ Interdisciplinary Connections) Videos/DVDs, Group Work, Handouts, Research, Lecture, Diagrams, Bulletin Boards, Cooperative Activities, Guest Speakers, Presentations, Google Slides, Debates, Create an Advertisement, Internet, Question Box, Reflection, Kahoot, Quizlet, Other web services.

Formative Assessment Check Points- Pre-assessment, Worksheets, Class Discussion, Homework, Quizzes, Tests, Lecture, Projects, Presentations, Reports, Research Paper, Current Event Assignments, Q and A and any other assignment that checks for understanding.

Summative Unit Assessments: Teacher Observation, Written/Oral Assessments, Question and Answer, Laptop Presentations, Unit Tests

Nutrition (N)

**New Jersey Student Learning Standard - 2.2 Physical Wellness
Suggested Pacing: 5 Days**

Core Idea/s: The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.

Essential Question/s:

- Does food marketing have an impact on my wellness plan?
- What things would you change in your diet to help maintain a healthy weight for your future years?
- Why do so many other countries have less health problems than we do in the U.S. related to weight issues?
- Why do we in the U.S. have more food and poorer diets than most civilized nations?

Primary Teaching Resources

Performance Expectations	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>
<ul style="list-style-type: none"> ● 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. ● 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. ● 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness. ● 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan. ● 2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases. 	<ul style="list-style-type: none"> ● Six basic nutrients ● Water is an important and an essential nutrient ● Examine the food label ● Food additives provide color and flavor, retard spoilage, and add nutrients ● Sources of the different nutrients and their function ● Food Pyramid/My Plate ● Shopping for healthy foods based on nutrient information, etc. ● How to be a better consumer in food shopping ● How to differentiate between good and bad food additives ● Trends in food packaging ● Recycling ● Food safety and public health ● Organic and non-organic foods 	<ul style="list-style-type: none"> ● Label the different areas of the Food Pyramid/My Plate ● Identify the function of each nutrient ● Read a food label and understand all of its' components ● Identify the food additive ● Compare and contrast different brands based on their label content and nutrient information ● Compare and contrast different prices for the same foods among different brands ● Select foods based on healthy additives and content ● Demonstrate an understanding that packaging has an influence on the purchasing of certain foods.

	<ul style="list-style-type: none"> ● Explore countries that have different foods as part of their regular diets ● Product dating and unit pricing ● How to use the USDA guidelines to plan a nutritious diet ● Positive aspects of proper nutrition on physical fitness ● Create a healthy diet plan ● Research how metabolism affects activity and inactivity, and its relationship on weight loss/gain ● How people gain and lose weight ● Explore different diets, including “Fad” diets ● Eating disorders-causes & treatment ● The dietary needs of pregnant women, athletes, diabetics, etc., ● The different parts and functions of the digestive and excretory systems ● Digestive disorders- causes & treatments ● Explore countries that have different foods as part of their regular diets 	<ul style="list-style-type: none"> ● Research nutrients, foods, food labels, etc. on the internet ● Research foods of other countries ● Compare and contrast unit pricing and packaging ● Plan a nutritious diet ● Examine their own diet, evaluate it, and identify strengths/areas that can be improved. ● Explore the diets of different groups of people (other countries, various religions, diabetics, vegetarians, athletes, etc.) ● Identify the different parts of the digestive and excretory systems ● Research “Fad” diets and analyze which ones are healthy and which ones are not ● Keep a log or journal of your eating and exercise habits, and evaluate it ● Understand the function of the digestive and excretory systems
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Instructional Actions

Activities/Strategies- (Technology Implementation/ Interdisciplinary Connections) Videos/DVDs, Group Work, Handouts, Research, Lecture, Diagrams, Bulletin Boards, Cooperative Activities, Guest Speakers, Presentations, Google Slides, Debates, Create an Advertisement, Internet, Question Box, Reflection, Kahoot, Quizlet, Other web services.

Formative Assessment Check Points- Pre-assessment, Worksheets, Class Discussion, Homework, Quizzes, Tests, Lecture, Projects, Presentations, Reports, Research Paper, Current Event Assignments, Q and A and any other assignment that checks for understanding.

Summative Unit Assessments: Teacher Observation, Written/Oral Assessments, Question and Answer, Laptop Presentations, Unit Tests

Personal Safety (PS)

New Jersey Student Learning Standard - Safety
Suggested Pacing: 10 Days

Core Idea/s:

- Consideration of the short and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences
- State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse.
- Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem.

Essential Question/s:

- What is the impact technology has made on communication and relationships?
- What makes a relationship healthy or unhealthy?
- How can a person be protected on the internet?
- What are the next steps for me or someone I know that needs help? What can be done?
- How can I reduce my risk of violence or assault?

Primary Teaching Resources

Performance Expectations	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>
<ul style="list-style-type: none"> ● 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). ● 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online. 	<ul style="list-style-type: none"> ● Verbal and Non-verbal communication ● Impact of technology on interpersonal communication ● Consequences of sending explicit messages/internet safety. ● The consequences of distributing and soliciting sexually explicit images through electronic means ● Teen Dating violence and sexual assault prevention strategies 	<ul style="list-style-type: none"> ● Communicate as a healthy, positive member of society ● Determine and differentiate between the various forms of non-verbal communication ● Analyze how technology impacts communication ● Protect themselves on the internet

<ul style="list-style-type: none"> ● 2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence. ● 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting). ● 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully. ● 2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online. 	<ul style="list-style-type: none"> ● Importance of consent <ul style="list-style-type: none"> - Refusal Skills - Where to go for help - How to report a potential crime 	<ul style="list-style-type: none"> ● Identify characteristics of healthy relationships and identify the red flags of unhealthy relationships ● Establish healthy relationships ● Understand the importance of consent and the implications if it is not given ● Create a safety action plan for a variety of personal safety scenarios
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Instructional Actions

Activities/Strategies- (Technology Implementation/ Interdisciplinary Connections) Videos/DVDs, Group Work, Handouts, Research, Lecture, Diagrams, Bulletin Boards, Cooperative Activities, Guest Speakers, Presentations, Google Slides, Debates, Create an Advertisement, Internet, Question Box, Reflection, Kahoot, Quizlet, Other web services.

Formative Assessment Check Points- Pre-assessment, Worksheets, Class Discussion, Homework, Quizzes, Tests, Lecture, Projects, Presentations, Reports, Research Paper, Current Event Assignments, Q and A and any other assignment that checks for understanding.

Summative Unit Assessments: Teacher Observation, Written/Oral Assessments, Question and Answer, Laptop Presentations, Unit Tests

Alcohol Tobacco & Other Drugs (ATD)

New Jersey Student Learning Standard -Safety Suggested Pacing: 5 Days

Core Idea/s:

- Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially and financially to oneself, family members and others.

Essential Question/s:

- How do some people become addicted to drugs?
- How does drug use affect society?
- Is a drug “safer” because it is legalized?
- What factors have contributed to the rise of vaping in adolescents?

Primary Teaching Resources

Performance Expectations	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>
<ul style="list-style-type: none"> ● 2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual’s social, emotional and mental wellness. ● 2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs). ● 2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an 	<ul style="list-style-type: none"> ● Reasons why people use ● Drug Dependency/Addiction ● Drug Treatment ● Physical, Mental, Social and Emotional Effects on self and Others ● Legal Issues ● Impact of use/ abuse on all aspects of life (relationships, financial, legal, education, etc.) ● Physiological, psychological, sociological, and legal effects on the individual, the family, and society ● Ways to prevent drug use 	<ul style="list-style-type: none"> ● List the reasons why people may use drugs ● Discuss the relationship between gateway drugs and addiction ● Identify who is impacted by addiction ● List alternatives to drug use ● Discuss the legalization of marijuana for recreational use ● Discuss alcohol vs. marijuana; which is more harmful? ● Consider the physical, behavioral, and legal impacts of commonly abused substances.

increase in intentional and unintentional health-risk behaviors.		<ul style="list-style-type: none"> • Consider the short and long-term effects and impacts of substance abuse
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Instructional Actions

Activities/Strategies- (Technology Implementation/ Interdisciplinary Connections) Videos/DVDs, Group Work, Handouts, Research, Lecture, Diagrams, Bulletin Boards, Cooperative Activities, Guest Speakers, Presentations, Google Slides, Debates, Create an Advertisement, Internet, Question Box, Reflection, Kahoot, Quizlet, Other web services.

Formative Assessment Check Points- Pre-assessment, Worksheets, Class Discussion, Homework, Quizzes, Tests, Lecture, Projects, Presentations, Reports, Research Paper, Current Event Assignments, Q and A and any other assignment that checks for understanding.

Summative Unit Assessments: Teacher Observation, Written/Oral Assessments, Question and Answer, Laptop Presentations, Unit Tests

Dependency, Substance Disorder, & Treatment (DSDT)

New Jersey Student Learning Standard - Safety
Suggested Pacing: 5 Days

Core Idea/s:

- Alcohol and drug dependency can impact the social, emotional, and financial wellbeing of individuals, families, and communities.

Essential Question/s:

- Why do some people become addicted to certain drugs, and other people do not?
- Why are some drugs used more than others?
- How difficult is it to get off drugs?
- What are the drugs that are commonly used now (most up to date drugs)?
- What are some treatment methods and treatment facilities?
- Why do treatment methods and facilities require long-term or repeated care for recovery?

Primary Teaching Resources

Performance Expectations	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>
<ul style="list-style-type: none"> ● 2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance. ● 2.3.12.DSDT.2: Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs. ● 2.3.12.DSDT.4: Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free. 	<ul style="list-style-type: none"> ● What Over the Counter Medication drugs are; how are they abused ● How alcohol can affect decisions and how alcohol can put you at risk. ● What are the most recent drugs and their dangers ● The difference between stimulants and depressants and how they affect your body. ● What Hallucinogens are and why they are dangerous How ecstasy affects your brain and the possible long term effects ● Drug Dependency/ Addiction 	<ul style="list-style-type: none"> ● Investigate and discuss the use of new or experimental medicines ● Evaluate the effectiveness of medicines Debate the benefits and dangers of natural occurring substances (i.e. marijuana) ● Discuss the fact that tobacco use leads to the use of many other drugs ● Analyze the impact of alcohol and other drugs use and abuse on the body systems and organs

	<ul style="list-style-type: none"> ● Drug Treatment and how difficult it is to get clean Physical, Mental, Social and Emotional Effects on self and Others ● Legal Issues that will occur as a result of drug abuse Effects of Advertising on Drug Use ● How drug use can impact a person’s mental health, talents, and future goals ● Protective factors that help keep students drug-free. 	<ul style="list-style-type: none"> ● Consider the physical, behavioral, and legal impacts of commonly abused substances ● How to recognize someone with a substance abuse problem ● How can the use of drugs and/or alcohol put you at risk (physically and in social situations) ● Decline drugs or alcohol in social situations ● Develop and reflect on personal assets, talents, and goals ● Evaluate treatment options and strategies for effectiveness ● Advocate for strategies to help students remain drug free
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Instructional Actions

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Formative Assessment Check Points- Pre-assessment, Worksheets, Class Discussion, Homework, Quizzes, Tests, Lecture, Projects, Presentations, Reports, Research Paper, Current Event Assignments, Q and A and any other assignment that checks for understanding.

Summative Unit Assessments: Teacher Observation, Written/Oral Assessments, Question and Answer, Laptop Presentations, Unit Tests



**EPS Department of Health & Physical Education
“Commit to Be Fit”**

Resources & Related Information

We are a department on a mission to improve the quality of life for all students through health and physical literacy. Skills-based health instruction will improve students' capacity to analyze resources, information, and services to improve decision-making/health outcomes. Together, we will develop a wellness plan to cultivate strength, resilience, and happiness.

Skills practiced in health: Analyzing influences, **self-management***, goal setting, **decision making***, non-fiction reading comprehension, data interpretation, question creation, collaboration, leadership, public speaking, **self-awareness***, writing to influence, writing to learn, recognizing resource bias, research, assertive communication, evaluating products/services, creating hypothetical policy, identifying patterns in risk reduction, self management, **social awareness***, **relationship skills***, and advocacy.

*(SEL core competencies, CASEL.org)

Breakdown of a Performance Expectation

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

(2.1) = Standard

(12) = Grade Level

(PGD)= Acronym for the disciplinary concept

(1)= Performance Expectation

<p style="text-align: center;">Resources:</p> <p>Comprehensive Health & Physical Education NJSLS (2020) Essential Materials- teacher created google slides, notes and curated resources Internet/Macbooks Supplemental materials; DVDs/Videoclips Links to best practices Articles (Newsela) G-Suite for Education YouTube</p> <p style="text-align: center;">Other technology tools:</p> <p>Learning Management- Google Classroom Formative assessment/recall practice: Quizlet, Kahoot, Quizizz, Google Forms Engagement sites: Polleverywhere, Socrative, Mentimeter, Padlet</p>	<p style="text-align: center;"><u>Content assistance:</u></p> <p>casel.org www.americanheart.org https://www.choosemyplate.gov/ www.healthcentral.gov www.cdc.gov www.discoveryeducation.com www.kidshealth.org www.teenhealth.org www.fda.gov www.3rs.org https://makeitbetter4youth.org www.healthatoz.com www.loveisrespect.org www.sexetc.org https://www.jostensrenaissance.com/theharbortv/ www.nutrition.gov https://suicidepreventionlifeline.org/ https://www.psychiatry.org/patients-families/suicide-prevention https://www.nimh.nih.gov/health/find-help/index.shtml http://www.njmentalhealthcares.org/ www.mentalhealth.gov</p>
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<p style="text-align: center;">Instructional Adjustments:</p> <ul style="list-style-type: none"> ● Differentiated Instruction ● Modify Curriculum to Suit Individual Needs ● Consult IEPs and 504 Plans for modifications ● Provide Study Guides ● Utilize Peer Tutors ● Assign Roles or Specific Tasks for Group Projects ● Adapt lessons to accommodate learner engagement ● Lesson, Unit, and Quarterly reflections to refine practice 	<p style="text-align: center;"><u>Comprehensive Health & Physical Education Lifetime Practices</u> <i>(Overarching themes embedded into Health/PE topics)</i></p> <ul style="list-style-type: none"> ● Acting as responsible and contributing member of society ● Building and maintaining healthy relationships ● Communicating clearly and effectively (verbal and nonverbal) ● Resolving conflict ● Attending to personal health, emotional, social and physical well-being ● Engaging in an active lifestyle ● Making decisions ● Managing-self ● Setting goals ● Using technology tools responsibly
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