

To view the complete 2020 New Jersey Student Learning Standards for Health and Physical Education please visit:  
[Health and PE](#)

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| <p><b>2.1 Wellness - All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</b></p>   | <p><b>Strand: A. Personal Growth and Development.</b></p>  |
| <p><b>NJCCCS:</b><br/> <b>2.1.8.A.1</b> Assess and apply health data to enhance each dimension of personal wellness.<br/> <b>2.1.8.A.2</b> Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.<br/> <b>2.1.8.A.3</b> Relate advances in technology to maintaining and improving personal health.<br/> <b>2.1.8.A.4</b> Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.</p> <p><b>NJSLS:</b><br/> <b>2.1.8.PGD.1: Explain how appropriate health care can promote personal health.</b><br/> <b>• 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health</b></p> |  |
| <p><b>Big Ideas:</b> Individuals will learn how to practice health- enhancing behaviors and reduce health risks</p>   |  |
| <p><b>Essential Questions:</b><br/>         How does using good health practices reduce health risks? How does good health practices effect my personal wellness?</p>   | <p><b>Enduring Understanding:</b><br/>         Understanding the concepts related to personal health practices will increase an individuals knowledge and promte individual wellness.</p>  |
| <p><b>Knowledge, Skills, and Instructional Objectives:</b><br/>         By the end of 7<sup>th</sup> grade, all students will be able to.....</p> <ul style="list-style-type: none"> <li>· Explain how to develop flexibility, muscular strength, muscular endurance, cardiorespirotory endurance, and develop a healthful body composition.</li> <li>· Identify physical activities that you can choose to develop health-related fitness and develop a fitness plan.</li> <li>· Utilize different strategies to access valid health informatiom and health promoting products and services.</li> </ul>  |  |
| <p><b>Instructional Material/Resources:</b></p> <ul style="list-style-type: none"> <li>· Appropriate selected resources as it pertains to activity.</li> </ul>  | <p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Fitness</li> <li>· Welness</li> <li>· Health- related fitness</li> <li>· risks</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Internet resources</li> <li>· i-pod applications</li> <li>· Document camers</li> </ul> <p>8.1.8.A.1</p> |
| <p><b>Recommended Instructional Activities:</b><br/>         Appropriate selected resources as it pertains to the acitivity.</p>  |  |

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| <p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Fitness demonstrations/ video creations</li> <li>· Assemblies/Guest speakers</li> <li>· Fitness diary/ written</li> </ul> | <p><b>Modification Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Apply strategies outlined in 504's and IEP's</li> </ul> |
| <p><b>Cross-curricular Connections/Standards:</b><br/> Language Arts: SL.7.1<br/> 21<sup>st</sup> Century Skills: 9.2.8.B.1<br/> CRP1; CRP3; CRP4</p>   |  |
| <p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Rubrics</li> </ul>  |  |

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| <ul style="list-style-type: none"> <li>· Self-evaluation/ written</li> <li>· Discussion</li> <li>· Formal Tests</li> </ul>  |  |
| <p><b>2.1 Wellness - All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</b></p>   | <p><b>Strand: B. Nutrition</b></p>   |
| <p><b>NJCCCS:</b><br/> <b>2.1.8.B.1</b> Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.<br/> <b>2.1.8.B.2</b> Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.<br/> <b>2.1.8.B.3</b> Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds. <b>2.1.8.B.4</b> Analyze the nutritional values of new products and supplements..</p> <p><b>NJSLS:</b><br/> • <b>2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.</b> • <b>2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.</b></p> |  |
| <p><b>Big Ideas:</b><br/> Individuals will learn how to practice health- enhancing behaviors and reduce health risks</p>  |  |
| <p><b>Essential Questions:</b><br/> How does using good health practices reduce health risks? How does good health practices effect my personal wellness?</p>   | <p><b>Enduring Understanding:</b><br/> Understanding the concepts related to personal health practices will increase an individuals knowledge and promote individual wellness.</p> |
| <p><b>Knowledge, Skills, and Instructional Objectives:</b><br/> By the end of 7<sup>th</sup> grade.....</p> <ul style="list-style-type: none"> <li>· Describe different eating styles</li> <li>· Explain how you can follow dietary guidelines for proper food selection and weight management.</li> <li>· Identify way to reduce food borne illnesses</li> <li>· Discuss the pressures teens have on having a perfect body and understand the factors that lead to eating disorders.</li> </ul>  |  |

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| <p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Appropriate selected resources as it pertains to activity.</li> </ul>                    | <p><b>Suggested Vocabulary:</b></p> <ul style="list-style-type: none"> <li>· Food Borne illness</li> <li>· Eating style</li> <li>· Dietary guidelines</li> <li>· Eating disorder</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Internet resources</li> <li>· i-pod applications</li> <li>· Document camers</li> </ul> <p>8.1.8.A.1</p> |
| <p><b>Recommended Instructional Activities:</b><br/>Appropriate selected resources as it pertains to the acitivity.</p>  |  |
| <p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Class discussion</li> <li>· Media</li> <li>· Guest speakers</li> <li>· projects</li> </ul> | <p><b>Modification Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Apply strategies outlined in 504's and IEP's</li> </ul>   |

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| <p><b>Cross-curricular Connections/Standards:</b><br/>Language Arts: SL.7.1<br/>21<sup>st</sup> Century Skills: 9.2.8.B.1<br/>CRP1; CRP3; CRP4</p>                                 |   |
| <p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Rubrics</li> <li>· Self-evaluation/ written</li> <li>· Discussion</li> <li>· Formal Tests</li> </ul> |   |
| <p><b>2.1 Wellness - All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</b></p>  | <p><b>Strand: C. Diseases and Health Conditions</b></p> |

**NJCCCS:**

**2.1.8.C.1** Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer. **2.1.8.C.2** Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions. **2.1.8.C.3** Analyze th Individuals will learn how to practice health- enhancing behaviors and reduce health risks

e impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.

**NJSLS:**

• **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.

**Big Ideas:**

Individuals will learn how to practice health- enhancing behaviors and reduce health risks

**Essential Questions:**

How does using good health practices reduce health risks? How does good health practices effect my personal wellness?

**Enduring Understandings:**

Understanding the concepts related to personal health practices will increase an individuals knowledge and promote individual wellness

**Knowledge, Skills, and Instructional Objectives:**

- By the end of 7<sup>th</sup> grade, all students will be able to.....
- List and identify the different kinds of pathogens that cause disease.
  - Explain ways pathogens enter the body from people and the environment.
  - List causes of chronic diseases and how heredity can affect you.
  - Explain what HIV and other STD's do the body.

**Instructional Materials/Resources:**

Appropriate selected resources as it pertains to activity.

**Suggested Vocabulary**

- Pathogen
- Chronic disease
- Heredity
- HIV

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|  | <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Internet resources</li> <li>· i-pod applications</li> <li>· Document cameras</li> </ul> <p>8.1.8.A.1</p> |
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| <p><b>Recommended Instructional Activities:</b></p> <p>Appropriate selected resources as it pertains to the activity</p> |  |

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| <p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Class discussion</li> <li>· Media</li> <li>· Guest speakers</li> <li>· projects</li> </ul> | <p><b>Modification Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Apply strategies outlined in 504's and IEP's</li> </ul> |
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| <p><b>Cross-curricular Connections/Standards:</b></p> <p>Language Arts: SL.7.1<br/>         21<sup>st</sup> Century Skills: 9.2.8.B.1<br/>         CRP1; CRP3; CRP4</p> |  |
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| <p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Rubrics</li> <li>· Self-evaluation/ written</li> <li>· Discussion</li> <li>· Formal Tests</li> </ul> |  |
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| <p><b>2.1 Wellness - All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</b></p> | <p><b>Strand: D. Safety</b></p> |
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| <p><b>NJCCCS:</b></p> <p><b>2.1.8.D.1</b> Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.</p> <p><b>2.1.8.D.2</b> Describe effective personal protection strategies used in public places and what to do when one's safety is compromised. <b>2.1.8.D.3</b> Analyze the causes and the consequences of noncompliance with the traffic safety system.</p> <p><b>2.1.8.D.4</b> 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.</p> <p><b>NJSLS:</b></p> <p><b>2.3.8.PS.1:</b> 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).</p> |  |
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| <p><b>Big Ideas:</b><br/>Individuals will learn how to practice health- enhancing behaviors and reduce health risks</p>  |   |
| <p><b>Essential Questions:</b><br/>How does using good health practices reduce health risks? How does good health practices effect my personal wellness?</p>   | <p><b>Enduring Understandings:</b><br/>Understanding the concepts related to personal health practices will increase an individuals knowledge and promote individual wellness</p> |
| <p><b>Knowledge, Skills, and Instructional Objectives:</b><br/>By the end of 7<sup>th</sup> grade, all students will be able to.....</p> <ul style="list-style-type: none"> <li>· Identify protective factors that reduce the risk of being involved in violence and reasons why you will stay away from gangs.</li> <li>· Discuss ways to prevent unintentional injuries</li> <li>· Explain procedures for basic first-aid treatment and choking / CPR</li> </ul> |   |

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| <p><b>Instructional Materials/Resources:</b><br/>Appropriate selected resources as it pertains to activity</p>   | <p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Unintentional injury</li> <li>· First-Aid</li> </ul>  |
|  | <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Internet resources</li> <li>· i-pod applications</li> <li>· Document cameras</li> </ul> <p>8.1.8.A.1</p> |
| <p><b>Recommended Instructional Activities:</b><br/>Appropriate selected resources as it pertains to the acitivity</p>   |   |
| <p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Class discussion</li> <li>· Media</li> <li>· Guest speakers</li> <li>· projects</li> </ul> | <p><b>Modification Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Apply strategies outlined in 504's and IEP's</li> </ul>                          |
| <p><b>Cross-curricular Connections/Standards:</b><br/>Language Arts: SL.7.1<br/>21<sup>st</sup> Century Skills: 9.2.8.B.1<br/>CRP1; CRP3; CRP4</p>                                 |   |

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| <b>Suggested Assessments:</b>  |   |
| <ul style="list-style-type: none"> <li>· Self-evaluation/ written</li> <li>· Discussion</li> <li>· Formal Tests</li> </ul>   |   |
| <b>2.1 Wellness - All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</b>   | <b>Strand: E. Social and Emotional Health</b> |
| <p><b>NJCCCS:</b></p> <p><b>2.1.8.E.1</b> Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.</p> <p><b>2.1.8.E.2</b> Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.</p> <p><b>2.1.8.E.3</b> Explain how culture influences the ways families and groups cope with crisis and change.</p> <p><b>2.1.8.E.4</b> Compare and contrast stress management strategies that are used to address various types of stress-induced situations.</p> <p><b>NJSLS:</b></p> <ul style="list-style-type: none"> <li>• <b>2.1.8.PGD.4:</b> Analyze the relationship between healthy behaviors and personal health.</li> <li>• <b>2.1.8.EH.1:</b> 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).</li> <li>• <b>2.1.8.EH.2:</b> Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.</li> </ul> |   |

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| <b>Big Ideas:</b>  |  |
| Individuals will learn how to practice health- enhancing behaviors and reduce health risks |  |
| <b>Essential Questions:</b>  | <b>Enduring Understandings:</b>                                      |
| How does using good health practices reduce health risks?                                  | Understanding the concepts related to personal health practices will |

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| <b>2.2 Integrated Skills - All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b>  | <b>Strand: A. Interpersonal Communication</b> |
| <p><b>NJCCCS:</b></p> <p><b>2.2.8.A.1</b> Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.</p> <p><b>2.2.8.A.2</b> Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.</p> <p><b>NJSLS:</b></p> <ul style="list-style-type: none"> <li>• <b>2.1.8.SSH.2:</b> 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.</li> <li>• <b>2.1.8.SSH.3:</b> Demonstrate communication skills that will support healthy relationships</li> </ul> |   |
| <b>Big Ideas:</b>   |   |
| A persons ability to use interpersonal communication skills will enhance health.  |   |

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| <p><b>Essential Questions:</b><br/> Way is it important to communicate effectively?<br/> How do I use refusal skills to communicate effectively?</p>  | <p><b>Enduring Understandings:</b><br/> Individuals who demonstrate the ability to use interpersonal communication skills effectively will enhance their health.</p>  |
| <p><b>Knowledge, Skills, and Instructional Objectives:</b><br/> By the end of 7<sup>th</sup> grade, all students will be able to.....</p> <ul style="list-style-type: none"> <li>· Compare and contrast verbal and nonverbal interpersonal skills in different situations.</li> <li>· Utilize refusal skills and conflict resolution skills to get out of a situation and determine its effectiveness.</li> </ul> |   |
| <p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Articles</li> <li>· Internet sites</li> <li>· Flash cards</li> </ul>  | <p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Interpersonal communication</li> <li>· Refusal skills</li> <li>· conflict</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Internet</li> <li>· I-pad Applications</li> <li>· Document camera</li> </ul> <p>8.1.8.A.1</p> |
| <p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Appropriate selected activities as it pertains to content.</li> </ul>  |   |

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| <p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Role play</li> <li>· Written stories/situations</li> <li>· Group activities</li> </ul> | <p>.</p> |
| <p><b>Cross-curricular Connections/Standards:</b></p> <p>Language Arts: SL.7.1<br/> 21<sup>st</sup> Century Skills: 9.2.8.B.1<br/> CRP1; CRP3; CRP4</p>                        |          |
| <p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Rubrics</li> <li>· Group/individual evaluations</li> <li>· Q and A</li> </ul>                    |          |

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| <p><b>2.2 Integrated Skills - All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b></p> | <p><b>Strand: B. Decision-Making and Goal Setting</b></p> |
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| <p><b>NJCCCS:</b><br/> <b>2.2.8.B.1</b> Predict social situations that may require the use of decision-making skills.<br/> <b>2.2.8.B.2</b> Justify when individual or collaborative decision-making is appropriate.<br/> <b>2.2.8.B.3</b> Analyze factors that support or hinder the achievement of personal health goals during different life stages.</p> <p><b>NJSLS:</b><br/> • <b>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)</b></p> |  |
| <p><b>Big Ideas:</b><br/> Individuals who demonstrate the ability to use goal-setting and decision making will enhance health.</p>  |  |
| <p><b>Essential Questions:</b><br/> How do I make good decisions?<br/> What are the consequences for not making good decisions?</p>   | <p><b>Enduring Understandings:</b><br/> Individuals who make who have good decision making skills and can set goals will lead a healthy lifestyle.</p> |
| <p><b>Knowledge, Skills, and Instructional Objectives:</b><br/> By the end of 7<sup>th</sup> grade, all students will be able to.....</p> <ul style="list-style-type: none"> <li>· Analyze social situations that require a decision and their consequences.</li> <li>· Use resistance skill if you are pressure to do something wrong and explain decision.</li> <li>· Discuss how to set goals and explain how they are different as you get older.</li> </ul>  |  |
| <p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Articles</li> <li>· Internet sites</li> <li>· Situation cards</li> </ul>  | <p><b>Suggested Vocabulary</b></p>   |

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|  | <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Internet</li> <li>· I-pad Applications</li> <li>· Document camera</li> </ul> <p>8.1.8.A.1</p> |
| <p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Appropriate selected activities as it pertains to content.</li> </ul>             |  |
| <p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Role play</li> <li>· Written stories/situations</li> <li>· Group activities</li> </ul> | <p>·</p>   |
| <p><b>Cross-curricular Connections/Standards:</b></p> <p>Language Arts: SL.7.1<br/> 21<sup>st</sup> Century Skills: 9.2.8.B.1<br/> CRP1; CRP3; CRP4</p>                        |  |

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| <p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Rubrics</li> <li>· Group/individual evaluations</li> <li>· Q and A</li> </ul> |

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| <p><b>2.2 Integrated Skills - All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b></p>   | <p><b>Strand: C. Character Development</b></p>   |   |  |
| <p><b>NJCCCS:</b><br/> <b>2.2.8.C.1</b> Analyze strategies to enhance character development in individual, group, and team activities.<br/> <b>2.2.8.C.2</b> Analyze to what extent various cultures have responded effectively to individuals with disabilities.<br/> <b>2.2.8.C.3</b> Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.</p> |  |   |  |
| <p><b>Big Ideas:</b><br/> Individuals who have the ability to practice health-enhancing behaviors will reduce health risks.</p>   |  |   |  |
| <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Essential Questions:</b></p> <p>What is good Character?<br/> How does having good character reduce my health risks?</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Enduring Understandings:</b><br/> Individuals who develop a good character will reduce health risks.</p> </td> </tr> </table>                           |  | <p><b>Essential Questions:</b></p> <p>What is good Character?<br/> How does having good character reduce my health risks?</p> | <p><b>Enduring Understandings:</b><br/> Individuals who develop a good character will reduce health risks.</p> |
| <p><b>Essential Questions:</b></p> <p>What is good Character?<br/> How does having good character reduce my health risks?</p>   | <p><b>Enduring Understandings:</b><br/> Individuals who develop a good character will reduce health risks.</p> |   |  |
| <p><b>Knowledge, Skills, and Instructional Objectives:</b><br/> By the end of 7<sup>th</sup> grade, all students will be able to.....</p> <ul style="list-style-type: none"> <li>· Explain how you can develop good character and explain why it is important to your reputation.</li> <li>· List and discuss positive personality traits you might develop and how others are different.</li> </ul>  |  |   |  |

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| <p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Articles</li> <li>· Internet sites</li> <li>· Situation cards</li> <li>· Selecting groups/teams</li> </ul> | <p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Character</li> <li>· Reputation</li> <li>· Personality</li> </ul> |
| <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Internet</li> <li>· I-pad Applications</li> <li>· Document camera</li> </ul> <p>8.1.8.A.1</p>                                     |   |
| <p><b>Recommended Instructional Activities:</b></p> <p>Appropriate selected activities as it pertains to content</p>   |   |

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| <p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Role play</li> <li>· Written stories/situations</li> <li>· Group activities</li> <li>· Games</li> </ul> |  |
| <p><b>Cross-curricular Connections/Standards:</b></p> <p>Language Arts: SL.7.1<br/> 21<sup>st</sup> Century Skills: 9.2.8.B.1<br/> CRP1; CRP3; CRP4</p>   |  |
| <p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Rubrics</li> <li>· Group/individual evaluations</li> </ul>  |  |

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| <ul style="list-style-type: none"> <li>· Q and A</li> </ul>  |   |
| <p><b>2.2 Integrated Skills - All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b></p>  | <p><b>Strand: D. Advocacy and Service</b></p> |
| <p><b>NJCCCS:</b><br/> <b>2.2.8.D.1</b> Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.<br/> <b>2.2.8.D.2</b> Defend a position on a health or social issue to activate community awareness and responsiveness.</p> |   |
| <p><b>Big Ideas:</b><br/> Individuals who have the ability to practice health-enhancing behaviors will reduce health risks.</p>  |   |

**Essential Questions:**

Why is community awareness so important?  
Why should I be community health advocate?

**Enduring Understandings:**

Individuals who demonstrate the ability to advocate for personal, family, and community health will enhance their health.

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| <p><b>Knowledge, Skills, and Instructional Objectives:</b><br/> By the end of 7<sup>th</sup> grade, all students will be able to.....</p> <ul style="list-style-type: none"> <li>· Identify ways to be a community volunteer.</li> <li>· Explain ways you can benefit from being a community advocate.</li> </ul> |                                    |
| <p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Articles</li> <li>· Internet sites</li> </ul>   | <p><b>Suggested Vocabulary</b></p> |

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| <ul style="list-style-type: none"> <li>· Situation cards</li> <li>· Selecting groups/teams</li> </ul> | <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Internet</li> <li>· I-pad Applications</li> <li>· Document camera</li> </ul> <p>8.1.8.A.1</p> |
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| <p><b>Recommended Instructional Activities:</b></p> <p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Role play</li> <li>· Written stories/situations</li> <li>· Group activities</li> <li>· Games</li> </ul> |
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| <p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Role play</li> <li>· Debate</li> <li>· Group activities</li> <li>· Guest Speakers form community</li> </ul> | <p>.</p> |
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| <p><b>Cross-curricular Connections/Standards:</b></p> |
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| <p>Language Arts: SL.7.1<br/> 21<sup>st</sup> Century Skills: 9.2.8.B.1<br/> CRP1; CRP3; CRP4<br/> .</p> |
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| <p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Rubrics</li> <li>· Group/individual evaluations</li> <li>· Q and A</li> </ul> |
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| <p><b>2.2 Integrated Skills - All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b></p> | <p><b>Strand: E. Health Services and Information</b></p> |
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| <p><b>NJCCCS:</b><br/> <b>2.2.8.E.1</b> Evaluate various health products, services, and resources from different sources, including the Internet.<br/> <b>2.2.8.E.2</b> Compare and contrast situations that require support from trusted adults or health professionals.</p> <p><b>NJSLS:</b><br/> <b>• 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)</b></p> |   |  |
| <p><b>Big Ideas:</b><br/> Individuals who have the ability to practice health-enhancing behaviors will reduce health risks.</p>  |   |  |
| <p><b>Essential Questions:</b><br/> Why is it important to identify valid health information.</p>  | <p><b>Enduring Understandings:</b><br/> Individuals who have the ability to access valid health information and health-promoting products and services will reduce health risks.</p>                |  |
| <p><b>Knowledge, Skills, and Instructional Objectives:</b><br/> By the end of 7<sup>th</sup> grade, all students will be able to.....</p> <ul style="list-style-type: none"> <li>· Identify reliable sources of health information and explain the different types messages about health they give.</li> <li>· Explain different ways to use technology to gain health information.</li> <li>· Recognize and evaluate media messages.</li> </ul>   |   |  |
| <p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Articles</li> <li>· Internet sites</li> <li>· Situation cards</li> <li>· Selecting groups/teams</li> </ul>   | <p><b>Suggested Vocabulary</b></p> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Internet</li> <li>· I-pad Applications</li> <li>· Document camera</li> </ul> <p>8.1.8.A.1</p> |  |
| <p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Role play</li> <li>· Debate</li> <li>· Group activities</li> <li>· Guest Speakers form community</li> </ul>   |   |  |
| <p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Rubrics</li> <li>· Group/individual evaluations</li> <li>· Q and A</li> </ul>  |   |  |

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| <p><b>2.3 Drugs and Medicines - All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</b></p> | <p><b>Strand: A. Medicines.</b></p> |
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**NJCCCS:**

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

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

**NJSLS:**

• **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.

**Big Ideas:**

Learning goal-setting and decision making skills will enhance health.

**Essential Questions:**

How does setting goals enhance your health?

Why is good decision making enhance your health?

**Enduring Understandings:**

Knowing and understanding decision making skills will enhance your health for life.

**Knowledge, Skills, and Instructional Objectives:**

By the end of 7<sup>th</sup> grade, all students will be able to...

- Explain the differences between responsible drug use, wrong use and the effects.
- Identify guidelines for responsible use of prescription drugs.
- Discuss signs that teens are abusing drugs

**Instructional Materials/Resources:**

- Appropriate selected resources as it pertains to the content.

**Suggested Vocabulary**

- Responsible drug use
- Prescription drug
- Abuse

**Technology:**

- Internet resources
  - I-pod applications
  - Document camera
- 8.1.8.A.1

**Recommended Instructional Activities:**

- Appropriate selected activities as they pertain to the content.

**Extension Strategies/Activities:**

- Discussion
- Projects
- Outside guest speakers
- Group Role play

**Cross-curricular Connections/Standards:**

Language Arts: SL.7.1

21<sup>st</sup> Century Skills: 9.2.8.B.1

CRP1; CRP3; CRP4

**Suggested Assessments:**

- Rubrics
- Class discussion
- Tests

- Demonstations

**2.3 Drugs and Medicines - All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.**

**Strand: B. Alcohol, Tobacco, and Other Drugs**

**NJCCCS:**

- 2.3.8.B.1** Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents. **2.3.8.B.2** Predict the legal and financial consequences of the use, sale, and possession of illegal substances. **2.3.8.B.3** Analyze the effects of all types of tobacco use on the aging process.
- 2.3.8.B.4** Compare and contrast smoking laws in New Jersey with other states and countries.
- 2.3.8.B.5** Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.
- 2.3.8.B.6** Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs. **2.3.8.B.7** Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness. **2.3.8.B.8** Analyze health risks associated with injected drug use.

**NJSLS:**

- **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.**

**Big Ideas:**

Learning goal-setting and decision making skills will enhance health.

**Essential Questions:**

- How does setting goals enhance your health?
- Why is good decision making enhance your health

**Enduring Understandings:**

Knowing and understanding decision making skills will enhance your health for life.

**Knowledge, Skills, and Instructional Objectives:**

- By the end of 7<sup>th</sup> grade, all students will be able to.....
- Explain the effects that alcohol, tobacco, and other illegal drugs have on the body
  - Explain how drug use can affect your decision to practice abstinence.
  - Discuss ways the media promotes the use of drugs.
  - Identify consequences of drug use has on HIV, teen pregnancy, illness and death..

**Instructional Materials/Resources:**

- Appropriate selected resources as it pertains to the content.

**Suggested Vocabulary**

- Illegal
- Abstinence
- Consequences.

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|  | <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Internet resources</li> <li>· I-pod applications</li> <li>· Document camera</li> </ul> <p>8.1.8.A.1</p> |
| <p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Appropriate selected activities as they pertain to the content.</li> </ul>                        |  |
| <p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Discussion</li> <li>· Projects</li> <li>· Outside guest speakers</li> <li>· Group Role play</li> </ul> |  |
| <p><b>Cross-curricular Connections/Standards:</b></p>  |  |

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| <p>Language Arts: SL.7.1<br/> 21<sup>st</sup> Century Skills: 9.2.8.B.1<br/> CRP1; CRP3; CRP4</p>  |  |
| <p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Rubics</li> <li>· Class discussion</li> <li>· Tests</li> <li>· Demonstations</li> </ul>  |  |
| <p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Rubics</li> <li>· Class discussion</li> <li>· Tests</li> <li>· Demonstations</li> </ul> <p><b>2.3 Drugs and Medicines - All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</b></p> <p style="text-align: right;"><b>Strand: C. Dependency/Addiction and Treatment</b></p> |  |



**NJCCCS:**

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

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

**NJSLS:**

• **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.

**Big Ideas:**

Learning goal-setting and decision making skills will enhance health.

**Essential Questions:**

How does setting goals enhance your health?

Why is good decision making enhance your health

**Enduring Understandings:**

Knowing and understanding decision making skills will enhance your health for life.

**Knowledge, Skills, and Instructional Objectives:**

By the end of 7<sup>th</sup> grade, all students will be able to....

- Discuss alcoholism and the effect it has on the family.
- Identify different ways to get help for drug dependency and addiction.
- List community resources that provide help for addiction and dependency.

**Instructional Materials/Resources:**

- Appropriate selected resources as it pertains to the content.

**Suggested Vocabulary**

**Technology:**

- Internet resources
  - I-pod applications
  - Document camera
- 8.1.8.A.1

**Recommended Instructional Activities:**

- Appropriate selected activities as they pertain to the content.

**2.4 Human Relationships and Sexuality - All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.**

**Strand: A. Relationships.**

**NJCCCS:**

- 2.4.8.A.1 Predict how changes within a family can impact family members.
- 2.4.8.A.2 Explain how the family unit impacts character development.
- 2.4.8.A.3 Explain when the services of professionals are needed to intervene in relationships.
- 2.4.8.A.4 Differentiate between affection, love, commitment, and sexual attraction.
- 2.4.8.A.5 Determine when a relationship is unhealthy and explain effective strategies to end the relationship. 2.4.8.A.6 Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.

**NJSLS:**

- 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).

**Big Ideas:**

A students use of interpersonal communication skills will enhance their relationships and lifestyle.

**Essential Questions:**

How will improving communication skills help with relationships?

**Enduring Understandings:**

Understanding the importance of communication will strengthen relationships and lifestyle.

**Knowledge, Skills, and Instructional Objectives:**

By the end of 7<sup>th</sup> grade, all students will be able to....

- Explain the effects a healthful relationship and a harmful relationship can have on you and family members.
- Explain do's and don't s for dating and information parents/guardians might give you to before you can date.
- Explain how an adult mediator can help resolve conflicts.

**Instructional Materials/Resources:**

- Appropriate selected resources that pertain to content.

**Suggested Vocabulary**

- Relationship
- Conflicts

**Technology:**

- Internet
- I-pod applications
- Document Camera

8.1.8.A.1

**Recommended Instructional Activities:**

- Appropriate selected resources that pertain to content.

**Extension Strategies/Activities:**

- Discussion
- Projects
- Outside guest speakers
- Q and A

**Cross-curricular Connections/Standards:**

Language Arts: SL.7.1  
 21<sup>st</sup> Century Skills: 9.2.8.B.1  
 CRP1; CRP3; CRP4

**Suggested Assessments:**

- Tests

- Rubrics
- Q and A
- Class discussion

**2.4 Human Relationships and Sexuality - All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.**

**Strand: B. Sexuality**

**NJCCCS:**

**2.4.8.B.1** Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.

**2.4.8.B.2** Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active. **2.4.8.B.3** Compare and contrast methods of contraception used by adolescents and factors that may influence their use. **2.4.8.B.4** Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy. **2.4.8.B.5** Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.

**2.4.8.B.6** Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.

**NJSLS:**

- **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).**

**Big Ideas:**

A students use of interpersonal communication skills will enhance their relationships and lifestyle.

**Essential Questions:**

- How will improving communication skills help with relationships?

**Enduring Understandings:**

**Enduring Understandings:**

Understanding the importance of communication will strengthen relationships and lifestyle.

**Knowledge, Skills, and Instructional Objectives:**

By the end of 7<sup>th</sup> grade, all students will be able to.....

- Explain why abstinence is the best choice for teens and how to deal with the pressures from that decision.
- Discuss reasons to practice abstinence.
- Identify the harmful effects on the body if sexually active like pregnancy and STI's.
- Discuss the importance of regular physical exams and how to ask questions.
- Identify different gender identities and how this effects teens.

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| <p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Appropriate selected resources that pertain to content.</li> </ul> | <p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Gender identitiy</li> <li>· Absitnence</li> <li>· STI's</li> </ul>  |
|  | <p><b>Technology:</b><br/><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Internet</li> <li>· I-pod applications</li> <li>· Document Camera</li> </ul> <p>8.1.8.A.1</p> |

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| <p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Appropriate selected resources that pertain to content.</li> </ul> |
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| <p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Discussion</li> <li>· Projects</li> </ul> |  |
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| <ul style="list-style-type: none"> <li>· Outside guest speakers</li> <li>· Q and A</li> </ul> |  |
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| <p><b>Cross-curricular Connections/Standards:</b></p> <p>Language Arts: SL.7.1<br/> 21<sup>st</sup> Century Skills: 9.2.8.B.1<br/> CRP1; CRP3; CRP4</p> |
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| <p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Tests</li> <li>· Rubrics</li> <li>· Q and A</li> <li>· Class discussion</li> </ul> |
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| <p><b>2.4 Human Relationships and Sexuality - All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</b></p> | <p><b>Strand: C. Pregnancy and Parenting</b></p> |
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| <p><b>NJCCCS:</b><br/> <b>2.4.8.C.1</b> Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy. <b>2.4.8.C.2</b> 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.<br/> <b>2.4.8.C.3</b> Determine effective strategies and resources to assist with parenting.<br/> <b>2.4.8.C.4</b> Predict short- and long-term impacts of teen pregnancy.<br/> <b>2.4.8.C.5</b> Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.</p> <p><b>NJSLS:</b><br/> • <b>2.1.8.PP.1:</b> Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.<br/> • <b>2.1.8.PP.2:</b> Summarize the stages of pregnancy from fertilization to birth.</p> |  |
| <p><b>Big Ideas:</b></p>  |  |
| <p><b>Essential Questions:</b></p>  | <p><b>Enduring Understandings:</b></p>   |
| <p><b>Knowledge, Skills, and Instructional Objectives:</b><br/> By the end of 7<sup>th</sup> grade, all students will be able to.....</p> <ul style="list-style-type: none"> <li>· List the signs and symptoms of pregnancy.</li> <li>· Describe the development of a baby from conception to birth and explain the stages of labor.</li> <li>· Discuss the consequences teen pregnancy has on your physical, mental and social well being.</li> </ul>  |  |
| <p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Appropriate selected resources that pertain to content.</li> </ul>  | <p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Labor</li> <li>· Pregnancy</li> <li>· conception</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Internet</li> <li>· I-pod applications</li> <li>· Document Camera</li> </ul> <p>8.1.8.A.1</p> |
| <p><b>Recommended Instructional Activities:</b></p>   |  |

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| <p><b>2.5 Motor Skill Development - All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</b></p>   | <p><b>Strand: A. Movement Skills and Concepts</b></p> |
| <p><b>NJCCCS:</b><br/> <b>2.5.8.A.1</b> 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).<br/> <b>2.5.8.A.2</b> Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.<br/> <b>2.5.8.A.3</b> 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).<br/> <b>2.5.8.A.4</b> Detect, analyze, and correct errors and apply to refine movement skills.</p> |   |

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| <p><b>Big Ideas:</b><br/>Students who are confident in performing motor skills will participate in physical activity throughout their life.</p>   |   |
| <p><b>Essential Questions:</b><br/>How does effective movement affect health and wellness?</p>  | <p><b>Enduring Understandings:</b><br/>The ability to correctly perform movement skills improves overall performance and increases participation.</p>                                   |
| <p><b>Knowledge, Skills, and Instructional Objectives:</b><br/>By the end of 7<sup>th</sup> grade, all students will.....</p> <ul style="list-style-type: none"> <li>· Explain, perform and use movement skills correctly in various activities.</li> <li>· Use the movement skills in activities while modifying force, flow and space.</li> <li>· Create and demonstrate planned movement sequences individually and in a group.</li> </ul> |   |
| <p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Appropriate selected physical education equipment as it pertains to the activity or skill.</li> </ul>   | <p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Force</li> <li>· Flow</li> <li>· Biomechanics</li> </ul>  |
|   | <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Video</li> <li>· iPod Music</li> <li>· DDR- Play Station 3</li> <li>· I pad Applications</li> </ul> <p>8.1.8.A.1</p> |
| <p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Appropriately selected physical education activities as they relate to the skill or activity.</li> </ul>   |   |
| <p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Movement skills</li> <li>· Team activities</li> <li>· Individual activities</li> <li>· Sports</li> <li>· Dance</li> </ul>   | <p>·</p>  |

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| <p><b>Cross-curricular Connections/Standards:</b></p> <ul style="list-style-type: none"> <li>· Math, Science ,Health, Language ,Arts ,Social Studies</li> </ul> |
| <p><b>Suggested Assessments:</b></p>  |

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| <ul style="list-style-type: none"> <li>· Performance rubrics</li> <li>· Class/individual evaluation</li> <li>· Q and A</li> <li>· Test</li> </ul> |
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| <p><b>2.5 Motor Skill Development - All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</b></p>   | <p><b>Strand: B. Strategy</b></p>   |
| <p><b>NJCCCS:</b><br/> <b>2.5.8.B.1</b> Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. <b>2.5.8.B.2</b> Assess the effectiveness of specific mental strategies applied to improve performance.<br/> <b>2.5.8.B.3</b> Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.</p> <p><b>NJSLS:</b></p> <ul style="list-style-type: none"> <li>• <b>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.</b></li> <li>• <b>2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</b></li> </ul> |   |
| <p><b>Big Ideas:</b></p> <p>Students who are confident in performing motor skills will participate in physical activity throughout their life.</p>   |   |
| <p>How does effective movement affect health and wellness? How does effective movement affect health and wellness?</p>   | <p><b>Enduring Understandings:</b><br/> The ability to correctly perform movement skills improves overall performance and increases participation.</p>  |
| <p><b>Knowledge, Skills, and Instructional Objectives:</b><br/> By the end of 7<sup>th</sup> grade, all students will be able to.....</p> <ul style="list-style-type: none"> <li>· Compare and contrast strategies used in game situations and make modification based on effectiveness.</li> <li>· Utilize problem solving strategies to make modifications for improvement during game play.</li> </ul>  |   |
| <p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Appropriate selected physical education equipment as it pertains to the activity or skill.</li> </ul>  | <p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Problem solving</li> <li>· Strategy</li> <li>· modifications</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Video</li> <li>· IPod Music</li> <li>· DDR- Play Station 3</li> <li>· I pad Applications</li> </ul> <p>8.1.8.A.1</p> |

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| <p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Appropriately selected physical education activities as they relate to the skill or activity.</li> </ul>             |          |
| <p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Movement skills</li> <li>· Team activities</li> <li>· Individual activities</li> <li>· Sports</li> <li>· Dance</li> </ul> | <p>.</p> |

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| <b>Cross-curricular Connections/Standards:</b>  |
| <b>Cross-curricular Connections/Standards:</b><br>· Math, Science ,Health, Language ,Arts ,Social Studies |
| <b>Suggested Assessments:</b>   |

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| <ul style="list-style-type: none"> <li>· Performance rubrics</li> <li>· Class/individual evaluation</li> <li>· Q and A</li> <li>· Test</li> </ul> |
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| <b>2.5 Motor Skill Development - All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</b> | <b>Strand: C. Sportsmanship, Rules, and Safety</b> |
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| <p><b>NJCCCS:</b><br/> <b>2.5.8.C.1</b> Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. <b>2.5.8.C.2</b> Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. <b>2.5.8.C.3</b> Analyze the impact of different world cultures on present-day games, sports, and dance.</p> <p><b>NJSLS:</b><br/> • <b>2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</b><br/> • <b>2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.</b></p> |
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| <p><b>Big Ideas:</b></p> <p>Students who are confident in performing motor skills will participate in physical activity throughout their life.</p> |
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| <p><b>Essential Questions:</b></p> <p>Why is it important to show sportsmanship and follow rules? What happens when others do not follow rules and use good sportmanship?</p> | <p><b>Enduring Understandings:</b></p> <p>Everyone must demonstrate the knowledge and commitment to follow rules, use good sportsmanship and safety guidelines.</p> |
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| <p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p>By the end of 7<sup>th</sup> grade, all students will be able to.....</p> <ul style="list-style-type: none"> <li>· Apply rules and procedures for all physical education activities.</li> <li>· Evaluate and give feedback to activities in terms of sportsmanship and safety.</li> </ul> |
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| <b>Instructional Materials/Resources:</b> | <b>Suggested Vocabulary</b> |
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| <ul style="list-style-type: none"> <li>· Appropriate selected physical education equipment as it pertains to the activity or skill.</li> </ul> | <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Video</li> <li>· IPod Music</li> <li>· Document camera</li> <li>· I pad Applications</li> </ul> <p>8.1.8.A.1</p> |
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| <b>Recommended Instructional Activities:</b><br><ul style="list-style-type: none"> <li>· Appropriately selected physical education activities as they relate to the skill or activity.</li> </ul>          |  |
| <b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"> <li>· Movement skills</li> <li>· Team activities</li> <li>· Individual activities</li> <li>· Sports</li> <li>· Dance</li> </ul> |  |
| <b>Cross-curricular Connections/Standards:</b> <ul style="list-style-type: none"> <li>· Math, Science, Health, Language, Arts, Social Studies</li> </ul>   |  |
| <b>Suggested Assessments:</b> <ul style="list-style-type: none"> <li>· Performance rubrics</li> </ul>  |  |

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| <b>2.6 Fitness - All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</b>   | <b>Strand: A. Fitness and Physical Activity</b>  |
| <b>NJCCCS:</b><br><b>2.6.8.A.1</b> Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. <b>2.6.8.A.2</b> Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.<br><b>2.6.8.A.3</b> Analyze how medical and technological advances impact personal fitness.<br><b>2.6.8.A.4</b> Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors. <b>2.6.8.A.5</b> Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.<br><b>2.6.8.A.6</b> Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance enhancing substances. |  |
| <b>NJSLS:</b> <ul style="list-style-type: none"> <li>• <b>2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.</b></li> <li>• <b>2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.</b></li> </ul>  |  |
| <b>Big Ideas:</b><br>Individuals who understand and apply health related fitness skills maintain a healthy lifestyle.  |  |
| <b>Essential Questions:</b><br>How is keeping fit a positive lifestyle choice  | <b>Enduring Understandings:</b><br>Individuals who apply and understand health-related fitness skills and concepts will develop and maintain a healthy |

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| <p><b>Knowledge, Skills, and Instructional Objectives:</b><br/>         By the end of 7<sup>th</sup> grade, all students will be able to.....</p> <ul style="list-style-type: none"> <li>· Evaluate, develop, and analyze an individual fitness plan.</li> <li>· Utilize the FITT formula to evaluate their own fitness levels.</li> <li>· Identify reasons why using performance enhancing drugs is not beneficial to a healthy lifestyle.</li> </ul> |   |
| <p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Appropriate selected equipment as it pertains to specific skills.</li> </ul>   | <p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Anabolic Steroids</li> <li>· Performance enhancing Drug</li> <li>· FITT Formula</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· I-pods music</li> <li>· Document camera</li> <li>· I-Pad Applications</li> <li>· 8.1.8.A.1</li> </ul> |
| <p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Appropriate selected activities as it pertains to the content.</li> </ul>   |   |
| <p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Everyday movement</li> <li>· Fitness stations</li> <li>· Individual diary</li> <li>· Sports activities</li> </ul>  | <p><b>Modification Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Apply strategies outlined in 504's and IEP's</li> </ul>  |
| <p><b>Cross-curricular Connections/Standards:</b><br/>         Language Arts: SL.7.1<br/>         21<sup>st</sup> Century Skills: 9.2.8.B.1<br/>         CRP1; CRP3; CRP4</p>  |   |
| <p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Self-evaluation</li> <li>· Rubrics</li> <li>· Observations</li> </ul>  |   |

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| <ul style="list-style-type: none"> <li>· Physical fitness tests</li> </ul> |
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**Modifications for SpEd/ESL/students at Risk/Gifted**

**Supports, Accommodations, and Modifications must be provided as stated in IEP,504 Plan, or I-Team Intervention Plan , and may include (but not limited to) the following:**

**Presentation accommodations:**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille/Nemeth Code

- Use audio amplification device (e.g., hearing aid (s) , auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teachers' lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

**Response accommodations:**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

**Setting accommodations:**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best ( for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

**Timing accommodations:**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing task

**Scheduling accommodations:**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

**Organization skills accommodations:**

- Use an alarm to help with time management

- Mark texts with a highlighter
- Have help coordination assignments in a book or planner
- Receive study skills instruction

**Assignment modifications:**

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments