

Marking Period	Unit Title	Recommended Instruction
1	Healthy Decision Making/Wellness	150 Minutes/Wk
Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept: Personal Growth and Development Emotional Health		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit
Core Ideas: Individual actions, genetics, and family history can play a role in an individual’s personal health. Responsible actions regarding behavior can impact the development and health of oneself and others. Self-management skills impact an individual’s ability to cope with different types of mental, psychological, and emotional situations.	Performance Expectation: • 2.1.8.PGD.1: Explain how appropriate health care can promote personal health. • 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health. • 2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies. • 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health • 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).	

	<ul style="list-style-type: none"> • 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health. 	
Physical Wellness (2.2) Disciplinary Concept:		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	<u>Essential Question/s:</u> What are the three sides of the health triangle and why is it important to keep them balanced? What are some health risks we should try to avoid? Why is it important to understand the influences on your health? How do media and technology influence your health? How can you find products and services to keep you healthy? Which diseases are hereditary or can be passed down from family members? What are the consequences (especially unforeseen) of our choices in terms of wellness? <u>Activity Description:</u> Describe how social, mental/emotional, and physical development impact components of wellness and how to improve or maintain personal and family health. (Example: Open communication, physical exercise, respecting each other, and being helpful) HEALTH SKILLS PRACTICE Have students keep a journal for one week noting times they successfully avoided or abstained from, a health risk. Ask students to note how they participate in promoting their own health. Have
Safety (2.3) Disciplinary Concept:		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Comprehensive Health and Physical Education Practices		
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 properly		<p>students follow up by writing a short paragraph explaining the health benefits of abstinence from risk behaviors.</p> <p>EXPOSITORY WRITING Students will find three ads in a teen magazine. They will then write a short essay explaining the advertising techniques used in each ad.</p>
Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	
Self-Awareness	<ul style="list-style-type: none"> • Recognize one’s feelings and thoughts • Recognize the impact of one’s feelings and thoughts on one’s own behavior • Recognize one’s personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges 	<p>Students will read the following scenario: “your friend takes a multivitamin, and you’re wondering if you should too. You check a few websites to learn more about multivitamins before you ask your parents for permission to use them. How would you evaluate the validity of the information you find?”</p> <p>Interdisciplinary Connections: Tech ELA SS</p> <p>New Jersey Student Learning Standards #: 2.1.8.PGD.2 2.1.8.EH.1 2.1.8.EH.2</p>
Self-Management	<ul style="list-style-type: none"> • Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals 	
Social Awareness	<ul style="list-style-type: none"> • Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds • Demonstrate an understanding of the need for mutual respect when viewpoints differ 	

<p>Responsible Decision-Making</p>	<ul style="list-style-type: none"> • Demonstrate an awareness of the expectations for social interactions in a variety of settings • Develop, implement, and model effective problem-solving and critical thinking skills • Identify the consequences associated with one’s actions in order to make constructive choices • Evaluate personal, ethical, safety, and civic impact of decisions 	
<p>Relationship Skills</p>	<ul style="list-style-type: none"> • Establish and maintain healthy relationships • Utilize positive communication and social skills to interact effectively with others • Identify ways to resist inappropriate social pressure • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways • Identify who, when, where, or how to seek help for oneself or others when needed 	
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p>Formative Assessments: Teacher Observation Do Now Homework</p>		<p>Benchmarks: Quiz Exam</p>

Class Participation Portfolio Discussions Quiz Journal writing Group Assessment Group Interaction/Discussion/Computer Research Self and Peer Evaluations	Summative Assessments: Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments Reflective Paper Group Presentations		
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
Include information from databases such as ERIC, Medline, PsychINFO, and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games.	Keep material concept-focused and principle-driven. Allow the use of digital translation or grouping students together. Provide multiple means of action and expression.	Include a more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
Supplemental Resources			
Technology: Laptop Chromebook SmartBoard Internet Access Projector			
Differentiated Student Access to Content: Recommended Strategies & Techniques			

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
Include information from databases such as ERIC, Medline, PsychINFO, and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake tests for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionaries, and modified assessment and/or rubric.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Technology Literacy	
	Core Ideas:	Different digital tools have different purposes.
	Performance Expectation/s:	9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.
	Career Readiness, Life Literacies, & Key Skills Practices	
	Consider the environmental, social and economic impacts of decisions.	



Bayonne Board of Education
Comprehensive Health and Physical Education
End of Grade: 8

Dev. Date:

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>		Erin's Law: <i>A-769/S-1130</i>
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Marking Period	Unit Title	Recommended Instruction
1	Teen Pregnancy and Parenting	150 Minutes/Wk
Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept: Pregnancy and Parenting Emotional Health		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit
<p><i>Core Ideas:</i></p> <p>An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.</p> <p>There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.</p> <p>Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.</p>	<p><i>Performance Expectation:</i></p> <ul style="list-style-type: none"> • 2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption. • 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth. • 2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care • 2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families. • 2.1.8.PP.5: Identify resources to assist with parenting. • 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). 	

	<ul style="list-style-type: none"> • 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health. 	
Physical Wellness (2.2) Disciplinary Concept:		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	<p><u>Essential Question/s:</u></p> <p>How would a woman know if she is pregnant? How can a female teen’s physical/social/and emotional health be affected by pregnancy? How do health choices affect fetal development? What kind of adjustments do new parents have to make in their lives? What options and resources are available to pregnant teens? Is wanting a child enough? How do you know when you are ready to have a child?</p> <p><u>Activity Description:</u></p> <ul style="list-style-type: none"> • HOW WOULD YOUR PLANS CHANGE? -Have students make a list of their plans for the weekend. Students will make a second list of their plans for after graduation. Then students will be asked to assume they were a teen parent. Students will then describe all the ways they think their weekend plans and their long-term plan would need to change. <p>Descriptive/Reaction written assessment.</p> <ul style="list-style-type: none"> • BUMPER STICKERS The teacher will have students research the nutritional requirements related to pregnancy. Then have the students work in small groups to create a bumper sticker that communicates a message of good prenatal nutrition. Remind students that advocacy involves taking a clear, health-enhancing stand and encouraging others to make healthful choices. Students will be asked to share its completed bumper sticker with the class.
Safety (2.3) Disciplinary Concept:		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Comprehensive Health and Physical Education Practices		
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 properly		Interdisciplinary Connections: ELA ART New Jersey Student Learning Standards #: 2.1.8.PP.1 2.1.8.PP.4
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	

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Self-Awareness	<ul style="list-style-type: none">• Recognize one's feelings and thoughts• Recognize the impact of one's feelings and thoughts on one's own behavior• Recognize one's personal traits, strengths, and limitations• Recognize the importance of self-confidence in handling daily tasks and challenges	
Self-Management	<ul style="list-style-type: none">• Understand and practice strategies for managing one's own emotions, thoughts, and behaviors• Recognize the skills needed to establish and achieve personal and educational goals• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals	
Social Awareness	<ul style="list-style-type: none">• Recognize and identify the thoughts, feelings, and perspectives of others• Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds• Demonstrate an understanding of the need for mutual respect when viewpoints differ• Demonstrate an awareness of the expectations for social interactions in a variety of settings	
Responsible Decision-Making	<ul style="list-style-type: none">• Develop, implement, and model effective problem-solving and critical thinking skills	

<p>Relationship Skills</p>	<ul style="list-style-type: none"> • Identify the consequences associated with one’s actions in order to make constructive choices • Evaluate personal, ethical, safety, and civic impact of decisions • Establish and maintain healthy relationships • Utilize positive communication and social skills to interact effectively with others • Identify ways to resist inappropriate social pressure • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways • Identify who, when, where, or how to seek help for oneself or others when needed 	
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><u>Formative Assessments:</u> Teacher Observation Do Now Homework Class Participation Portfolio Discussions Quiz Journal writing Group Assessment Group Interaction/Discussion/Computer Research</p>	<p><u>Benchmarks:</u> Quiz Exam</p> <p><u>Summative Assessments:</u> Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments</p>	

Self and Peer Evaluations		Reflective Paper Group Presentations	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games.	Keep material concept-focused and principle-driven. Allow the use of digital translation or by grouping students together. Provide multiple means of action and expression.	Include more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
Supplemental Resources			
Technology: Laptop Chromebook SmartBoard Internet Access Projector			
Differentiated Student Access to Content: Recommended Strategies & Techniques			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic

content supplied from Human Kinetics including DVD's pamphlets and handouts.	(repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake tests for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	necessary, supplemental materials including use of online bilingual dictionaries, and modified assessment and/or rubric.	components, propose interest-based extension activities, and connect students to related talent development opportunities.
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Career Readiness and Planning	
	Core Ideas:	An individual's strengths, lifestyle goals, choices, and interests affect employment and income
	Performance Expectation/s:	9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
	Career Readiness, Life Literacies, & Key Skills Practices	
	Consider the environmental, social and economic impacts of decisions.	

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	Standards in Action: <i>Climate Change</i>	Erin's Law: <i>A-769/S-1130</i>			

Marking Period	Unit Title	Recommended Instructional Days
2	Emotional Health/Stress/Mental Health	150 Minutes/Wk
Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept: Emotional Health		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-CHPE within Unit
<i>Core Ideas:</i> Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.	<i>Performance Expectation:</i> • 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). • 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.	
Physical Wellness (2.2) Disciplinary Concept:		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	<u>Essential Question/s:</u> What are the three sides of the health triangle and why is it important to keep them balanced? How can understanding the various stages of grief help individuals navigate the process of loss and find healing? Describe how the body responds to stress? How does continued stress affect the body? What are some ways to combat stress?
Safety (2.3) Disciplinary Concept:		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Comprehensive Health and Physical Education Practices		

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 properly		What are some reasons that rising climate temperatures exacerbates mental health issues affecting groups like children, women, communities of color and low-income communities? Activity Description: Describe how social, mental/emotional, and physical development impact components of wellness and how to improve or maintain personal and family health. (Example: Open communication, physical exercise, respecting each other, and being helpful) Use the whiteboard or flip chart to write down the five stages of grief: denial, anger, bargaining, depression, and acceptance (based on the Kübler-Ross model). Discuss each stage briefly, providing examples of what feelings or behaviors might be associated with each stage. Distribute index cards to each student. Ask them to take a few minutes to reflect silently on a personal experience of loss they have faced or witnessed. Encourage them to jot down their thoughts, feelings, or memories related to that experience on the index card. Form a circle with the students and invite volunteers to share their reflections if they feel comfortable doing so. Emphasize that participation is voluntary and that everyone's experiences are valid. Encourage active listening and supportive responses from their peers. Lead a brainstorming session on coping strategies for dealing with grief. Write down the students' suggestions on the whiteboard or flip chart. Encourage them to think beyond traditional methods and consider creative outlets such as art, journaling, physical activity, or seeking support from friends and family. If time allows and resources permit, allow students to engage in a creative activity related to grief and loss. This could involve art therapy exercises such as creating a memorial collage, writing a letter to the person they've lost, or composing a poem expressing their emotions.
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
Self-Awareness	<ul style="list-style-type: none"> • Recognize one's feelings and thoughts • Recognize the impact of one's feelings and thoughts on one's own behavior • Recognize one's personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges 	Identify stress management skills that impact an individual's ability to cope with different types of emotional situations. (Example: coping, being resilient, following protective factors)

Self-Management	<ul style="list-style-type: none">• Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors• Recognize the skills needed to establish and achieve personal and educational goals• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals	<p>Interdisciplinary Connections: ART ELA SS</p> <p>New Jersey Student Learning Standards #: 2.1.8.EH.1 2.1.8.EH.2</p>
Social Awareness	<ul style="list-style-type: none">• Recognize and identify the thoughts, feelings, and perspectives of others• Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds• Demonstrate an understanding of the need for mutual respect when viewpoints differ• Demonstrate an awareness of the expectations for social interactions in a variety of settings	
Responsible Decision-Making	<ul style="list-style-type: none">• Develop, implement, and model effective problem-solving and critical thinking skills• Identify the consequences associated with one’s actions in order to make constructive choices• Evaluate personal, ethical, safety, and civic impact of decisions	
Relationship Skills	<ul style="list-style-type: none">• Establish and maintain healthy relationships	

	<ul style="list-style-type: none"> • Utilize positive communication and social skills to interact effectively with others • Identify ways to resist inappropriate social pressure • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways • Identify who, when, where, or how to seek help for oneself or others when needed 		
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
Formative Assessments: Teacher Observation Do Now Homework Class Participation Portfolio Discussions Quiz Journal writing Group Assessment Group Interaction/Discussion/Computer Research Self and Peer Evaluations		Benchmarks: Quiz Exam Summative Assessments: Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments Reflective Paper Group Presentations	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources

<p>Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.</p>	<p>Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games.</p>	<p>Keep material concept-focused and principle-driven.</p> <p>Allow the use of digital translation or by grouping students together.</p> <p>Provide multiple means of action and expression.</p>	<p>Include more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.</p>
<p>Supplemental Resources</p>			
<p>Technology: Laptop Chromebook SmartBoard Internet Access Projector</p>			
<p>Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i></p>			
<p>Core Resources</p>	<p>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core</p>
<p>Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.</p>	<p>Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake tests for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break</p>	<p>Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionaries, and modified assessment and/or rubric.</p>	<p>Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.</p>

	assignments into segments of shorter tasks.		
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Career Awareness and Planning		
	Core Ideas:	Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.	
	Performance Expectation/s:	9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.	
	Career Readiness, Life Literacies, & Key Skills Practices		
	Demonstrate creativity and innovation.		

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>		Erin's Law: <i>A-769/S-1130</i>

Marking Period	Unit Title	Recommended Instruction
2	Social and Sexual Health	150 Minutes/Wk
Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept: Social and Sexual Health Community Health Services and Support		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit
<p><i>Core Ideas:</i></p> <p>Inclusive schools and communities are accepting of all people and make them feel welcome and included.</p> <p>Relationships are influenced by a wide variety of factors, individuals, and behaviors.</p>	<p><i>Performance Expectation:</i></p> <ul style="list-style-type: none"> • 2.1.8.SSH.1: Differentiate between gender identity, gender expression, and sexual orientation. • 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community. • 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships • 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships. • 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships. • 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change. 	

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<p>There are factors that contribute to making healthy decisions about sex.</p>	<ul style="list-style-type: none">• 2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.• 2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).• 2.1.8.SSH.9: Define vaginal, oral, and anal sex.• 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).	
<p>Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.</p>	<ul style="list-style-type: none">• 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).• 2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.• 2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to	

<p>Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.</p> <p>Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.</p>	<p>sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.</p> <ul style="list-style-type: none"> • 2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked. • 2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources. • 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting. • 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change. • 2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available. 	
<p style="text-align: center;">Physical Wellness (2.2) Disciplinary Concept:</p>		

<i>Core Ideas:</i>	<i>Performance Expectation:</i>	<p><u>Essential Question/s:</u></p> <p>How does sexuality impact one’s overall health and lifestyle? Why should teens practice abstinence? How does decision making play a role in teen dating relationships? Why is it important to set personal limits when it comes to sexual behavior? How do STI’s affect one's overall health? Why is abstinence from alcohol, drugs, and sexual activity the only 100% effective way to prevent: STI’s, Unintended Pregnancy, and HIV/AIDS? Why are stereotypes damaging to people, with regards to gender identity? What is gender identity? Why is it important to practice routine health care procedures? Where do I go to access information about good health and fitness services?</p> <p><u>Activity Description:</u></p> <p>Discussion with the class identifying feelings, different types of touches, body autonomy, bystander intervention and the steps to take when someone makes them feel uncomfortable, the right to say no, the meaning of consent, where and to whom to report anyone, who violates their autonomy Visit the resource section of erinlaw.org (Erin’s Law: <i>A-769/S-1130</i>)</p> <p>Recognize how respecting and accepting individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and /or culture can help keep a balance in the health triangle. (LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>) (Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>)</p> <p>HIV/AIDS VALUES CLARIFICATION: Agree/Disagree/Not Sure Explain that you will read a statement from the Agree/Disagree/Not Sure facilitators guide and participants are to decide whether they agree, disagree or are not sure about the statement. They then place themselves under the sign that indicates their belief. The goal is to explain their position well enough for others to understand their point of view. The teacher will ask each group under their specific decision of Agree/Disagree/Not Sure why they</p>
Safety (2.3) Disciplinary Concept:		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Comprehensive Health and Physical Education Practices		
<p>Acting as responsible and contributing member of society</p> <p>Building and maintaining healthy relationships</p> <p>Communicating clearly and effectively (verbal and nonverbal)</p> <p>Resolving conflict</p> <p>Attending to personal health, emotional, social and physical well-being</p> <p>Engaging in an active lifestyle</p> <p>Making decisions</p> <p>Managing-self</p> <p>Setting goals</p> <p>Using technology tools properly</p>		
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	

<p>Self-Awareness</p>	<ul style="list-style-type: none"> • Recognize one’s feelings and thoughts • Recognize the impact of one’s feelings and thoughts on one’s own behavior • Recognize one’s personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges 	<p>chose their statement. Students will complete a teacher generated worksheet for a written assessment.</p> <p>ABSTINENCE GROUP ASSIGNMENT, “WHAT IS ABSTINENCE”- Teacher will split the class into even groups. Groups will have 15 minutes to list and discuss at least 10 reasons why teens might decide to not have sex.</p> <p>Describe and discuss STD/I’s. List at least three common STIs. Describe why young people are at particular risk for STIs. - STI/HIV HANDSHAKE-</p>
<p>Self-Management</p>	<ul style="list-style-type: none"> • Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals 	<p>Identify and discuss gender, gender identity, gender stereotypes.</p> <p>Interdisciplinary Connections: ELA SCI TECH SS</p> <p>New Jersey Student Learning Standards #:</p>
<p>Social Awareness</p>	<ul style="list-style-type: none"> • Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds • Demonstrate an understanding of the need for mutual respect when viewpoints differ • Demonstrate an awareness of the expectations for social interactions in a variety of settings 	<p>2.1.8.SSH.1 2.1.8.SSH.7 2.1.8.SSH.8 2.1.8.SSH.11 2.1.8.CHSS.1 2.1.8.CHSS.4 2.1.8.CHSS.5</p>
<p>Responsible Decision-Making</p>	<ul style="list-style-type: none"> • Develop, implement, and model effective problem-solving and critical thinking skills 	

Relationship Skills	<ul style="list-style-type: none"> • Identify the consequences associated with one’s actions in order to make constructive choices • Evaluate personal, ethical, safety, and civic impact of decisions • Establish and maintain healthy relationships • Utilize positive communication and social skills to interact effectively with others • Identify ways to resist inappropriate social pressure • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways • Identify who, when, where, or how to seek help for oneself or others when needed 	
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>	Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<u>Formative Assessments:</u> Teacher Observation Do Now Homework Class Participation Portfolio Discussions Quiz Journal writing Group Assessment Group Interaction/Discussion/Computer Research	<u>Benchmarks:</u> Quiz Exam <u>Summative Assessments:</u> Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments	

Self and Peer Evaluations		Reflective Paper Group Presentations	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games.	Keep material concept-focused and principle-driven. Allow the use of digital translation or by grouping students together. Provide multiple means of action and expression.	Include more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
Supplemental Resources			
Technology: Laptop Chromebook SmartBoard Internet Access Projector			
Differentiated Student Access to Content: Recommended Strategies & Techniques			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic

content supplied from Human Kinetics including DVD's pamphlets and handouts.	(repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake tests for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	necessary, supplemental materials including use of online bilingual dictionaries, and modified assessment and/or rubric.	components, propose interest-based extension activities, and connect students to related talent development opportunities.
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Global and Cultural Awareness	
	Core Ideas:	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
	Performance Expectation/s:	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
	Career Readiness, Life Literacies, & Key Skills Practices	
	Consider the environmental, social and economic impacts of decisions.	

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>	X	Erin's Law: <i>A-769/S-1130</i>

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Marking Period	Unit Title	Recommended Instruction
1	Invasion Games and Sports Skills	150 Minutes/Wk
Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Physical Wellness (2.2) Disciplinary Concept: Movement skills and Concepts Physical Fitness Lifelong Fitness		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	<u>Essential Question/s:</u>
Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).	<ul style="list-style-type: none"> • 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). • 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. • 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). 	What are some various offensive strategies? What are some various defensive strategies? Can you name 3 safety precautions that can be used during play? Why is communication with teammates important? Why is maintaining possession so important? What is the difference between attacking and defending skills? Can you describe the role of each position on the team? Describe the relationship between passing and receiving.

<p>Feedback from others and self-assessment impacts performance of movement skills and concepts.</p> <p>Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.</p> <p>A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).</p>	<ul style="list-style-type: none"> • 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills. • 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. • 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. • 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others. • 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. • 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity. • 2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames). • 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor 	<p>Demonstrate the proper technique used to score a goal.</p> <p>How do blocking and tackling impact the game?</p> <p><u>Activity Description:</u></p> <p>Small-sided lead-up/sport games of 3v3 or 4v4 (ex: ultimate, soccer, hockey, badminton, volleyball, various cultural games) using the <i>Sport Education Model</i> (see resources)</p> <p>Groups will: * practice the skills to be applied in game setting* assess skills practiced with feedback from teammates * understand knowledge of rules/etiquette for game play * participate in game* discuss the team's skills and strategic applications.</p> <p><i>Exercise My Way (CATCH P.E see resources)</i></p> <p>Students may work as individuals/small groups</p> <ul style="list-style-type: none"> * students choose 5-6 movements to be incorporated into a 2-3 minute routine. * movements may be linked together in any form or just performed one after the other to accommodate an individual's creativity. * counts, direction, levels are all student choice. * instructor may indicate movements that are mandatory in the routine * students practice and give feedback to improve performances * students may video group performance to enhance feedback. <p>Discuss emotions and feelings people may have after participation in activities.</p>
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<p>Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.</p> <p>Community resources can provide participation in physical activity for self and family members.</p>	<p>health/fitness indicators before, during, and after the workout program.</p> <ul style="list-style-type: none"> • 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health. • 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. • 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one’s lifetime. • 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities. • 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities. • 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities. • 2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities. 	<p>Due to location restrictions and weather, activities may include but are not limited to:</p> <ul style="list-style-type: none"> Invasion Tag Games Basketball Soccer Fundamental Leadup Games Floor Hockey Omnikin Lacrosse Football <p>Interdisciplinary Connections:</p> <p>SCI TECH</p> <p>New Jersey Student Learning Standards #:</p> <ul style="list-style-type: none"> 2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.3 2.2.8.MSC.4 2.2.8.MSC.5 2.2.8.MSC.6 2.2.8.MSC.7 2.2.8.PF.2 2.2.8.LF.3 2.2.8.LF.4 2.2.8.LF.5
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	<ul style="list-style-type: none"> • 2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions. 	
Safety (2.3) Disciplinary Concept:		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Comprehensive Health and Physical Education Practices		
<p>Acting as responsible and contributing member of society</p> <p>Building and maintaining healthy relationships</p> <p>Communicating clearly and effectively (verbal and nonverbal)</p> <p>Resolving conflict</p> <p>Attending to personal health, emotional, social and physical well-being</p> <p>Engaging in an active lifestyle</p> <p>Making decisions</p> <p>Managing-self</p> <p>Setting goals</p> <p>Using technology tools properly</p>		

Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
Self-Awareness	<ul style="list-style-type: none"> • Recognize one’s feelings and thoughts • Recognize the impact of one’s feelings and thoughts on one’s own behavior • Recognize one’s personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges 	
Self-Management	<ul style="list-style-type: none"> • Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals 	
Social Awareness	<ul style="list-style-type: none"> • Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds • Demonstrate an understanding of the need for mutual respect when viewpoints differ • Demonstrate an awareness of the expectations for social interactions in a variety of settings 	

Journal writing Group Assessment Group Interaction/Discussion/Computer Research Self and Peer Evaluations		Rubric Teacher observation Written Assessments Reflective Paper Group Presentations	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games.	Keep material concept-focused and principle-driven. Allow the use of digital translation or by grouping students together. Provide multiple means of action and expression.	Include more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
Supplemental Resources			
Technology: Laptop Chromebook SmartBoard Internet Access Projector Other: Equipment specific to sport or game			
Differentiated Student Access to Content: Recommended Strategies & Techniques			

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake tests for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionaries, and modified assessment and/or rubric.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Career Awareness and Planning	
	<i>Core Ideas:</i>	Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.
	<i>Performance Expectation/s:</i>	9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
	Career Readiness, Life Literacies, & Key Skills Practices	
	Work productively in teams while using cultural/global competence.	

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	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>		Erin's Law: <i>A-769/S-1130</i>

Marking Period	Unit Title	Recommended Instruction
2	Athletic and Sport Skills/Games	150 Minutes/Wk
Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Physical Wellness (2.2) Disciplinary Concept: Movement skills and Concepts Physical Fitness Lifelong Fitness		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	<u>Essential Question/s:</u> How does effective and appropriate movement affect wellness? What factors influence skill performance? How does the acquisition of skills affect performance in isolated and applied settings? <u>Activity Description:</u> Manipulative movements: Throwing, catching, striking, dribbling, etc. For example: Targets on wall for eye-hand coordination, follow through, accuracy, and consistency For example: Catch a basketball and dribble up the court
Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).	<ul style="list-style-type: none"> • 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). • 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. • 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, 	

<p>Feedback from others and self-assessment impacts performance of movement skills and concepts.</p> <p>Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.</p> <p>A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).</p>	<p>cultural, social, fitness aerobics, dance, yoga).</p> <ul style="list-style-type: none"> • 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills. • 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. • 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. • 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others. • 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. • 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity. • 2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames). • 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on 	<ul style="list-style-type: none"> • Planned Movement For example: Jump Rope to the beat of the music for tempo, beat, and rhythm. <p>Small-sided lead-up/sport games of 3v3 or 4v4 (ex: ultimate, soccer, hockey, badminton, volleyball, various cultural games) using the <i>Sport Education Model</i> (see resources)</p> <p>Groups will:* practice the skills to be applied in game setting* assess skills practiced with feedback from teammates * understand knowledge of rules/etiquette for game play * participate in game* discuss the team's skills and strategic applications.</p> <p><i>Exercise My Way (CATCH P.E see resources)</i></p> <p>Students may work as individuals/small groups</p> <ul style="list-style-type: none"> * students choose 5-6 movements to be incorporated into a 2-3 minute routine. * movements may be linked together in any form or just performed one after the other to accommodate an individual's creativity. * counts, direction, levels are all student choice. * instructor may indicate movements that are mandatory in the routine * students practice and give feedback to improve performances * students may video group performance to enhance feedback. <p>Discuss emotions and feelings people may have after participation in activities.</p> <p>Due to location restrictions and weather, activities may include but are not limited to:</p>
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<p>Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.</p>	<p>health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.</p> <ul style="list-style-type: none"> • 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health. • 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. • 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime. • 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities. • 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities. • 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities. • 2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit 	<p>Aerobics Baseball Softball Basketball Volleyball Yoga Soccer Fitness (Resistance, Weight Training, Circuit) Fundamental Leadup Games Floor Hockey Dance/Creative Movement Gymnastics Badminton Omnikin Lacrosse Football</p> <p>Interdisciplinary Connections: SCI TECH</p> <p>New Jersey Student Learning Standards #: 2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.3 2.2.8.MSC.4 2.2.8.MSC.5 2.2.8.MSC.6 2.2.8.MSC.7 2.2.8.PF.2 2.2.8.LF.3 2.2.8.LF.4 2.2.8.LF.5</p>
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<p>Community resources can provide participation in physical activity for self and family members.</p>	<p>in the community that promotes physical activities. • 2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.</p>	
<p>Safety (2.3) Disciplinary Concept:</p>		
<p><i>Core Ideas:</i></p>	<p><i>Performance Expectation:</i></p>	
<p>Comprehensive Health and Physical Education Practices</p>		
<p>Acting as responsible and contributing member of society</p> <p>Building and maintaining healthy relationships</p> <p>Communicating clearly and effectively (verbal and nonverbal)</p> <p>Resolving conflict</p> <p>Attending to personal health, emotional, social and physical well-being</p> <p>Engaging in an active lifestyle</p> <p>Making decisions</p> <p>Managing-self</p> <p>Setting goals</p> <p>Using technology tools properly</p>		

Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
Self-Awareness	<ul style="list-style-type: none"> • Recognize one’s feelings and thoughts • Recognize the impact of one’s feelings and thoughts on one’s own behavior • Recognize one’s personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges 	
Self-Management	<ul style="list-style-type: none"> • Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals 	
Social Awareness	<ul style="list-style-type: none"> • Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds • Demonstrate an understanding of the need for mutual respect when viewpoints differ • Demonstrate an awareness of the expectations for social interactions in a variety of settings 	

Journal writing Group Assessment Group Interaction/Discussion/Computer Research Self and Peer Evaluations		Rubric Teacher observation Written Assessments Reflective Paper Group Presentations	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	ELL Core Resources	Gifted & Talented Core Resources
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games.	Keep material concept-focused and principle-driven. Allow the use of digital translation or by grouping students together. Provide multiple means of action and expression.	Include more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
Supplemental Resources			
Technology: Laptop Chromebook SmartBoard Internet Access Projector Other: Equipment specific to sport or game			
Differentiated Student Access to Content: Recommended Strategies & Techniques			

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake tests for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionaries, and modified assessment and/or rubric.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Career Awareness and Planning	
	<i>Core Ideas:</i>	Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.
	<i>Performance Expectation/s:</i>	9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
	Career Readiness, Life Literacies, & Key Skills Practices	
	Work productively in teams while using cultural/global competence.	



Bayonne Board of Education
Comprehensive Health and Physical Education
End of Grade: 8

Dev. Date:

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>		Erin's Law: <i>A-769/S-1130</i>

Marking Period	Unit Title	Recommended Instruction
3	Fitness	150 Minutes/Wk
Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-CHPE within Unit
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Physical Wellness (2.2) Disciplinary Concept: Movement skills and Concepts Physical Fitness Lifelong Fitness		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	<u>Essential Question/s:</u>
Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).	<ul style="list-style-type: none"> • 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). • 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. • 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). 	How would you apply the components of health-related fitness to activities of daily living? What is body composition? How do diet and exercise influence body composition? What are the major muscles of the body? What is Range of Motion and the benefits of good flexibility? How do you define physical fitness? How can I make movement more interesting, fun, and enjoyable? Why is it important that we stay physically fit and how can we stay fit? How can physical activity help us now and in the future?

<p>Feedback from others and self-assessment impacts performance of movement skills and concepts.</p> <p>Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.</p> <p>A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).</p>	<ul style="list-style-type: none"> • 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills. • 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. • 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. • 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others. • 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. • 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity. • 2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames). • 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor 	<p>How can I set challenging fitness goals that help me stay committed to wellness?</p> <p>What are the meanings of the following health-related components: Cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition?</p> <p>What are the meanings of the following skill-related components: balance, agility, coordination, reaction time, speed and power</p> <p>What is the FITT principle?</p> <p>How do these apply to fitness?</p> <p><u>Activity Description:</u></p> <p>Card Laps Card Laps is a game where the teacher holds a deck of cards at the start of a track. The children run laps, collecting one card for each lap they run. At the end of 20 minutes, children are instructed to make a math equation using the cards they have collected. It gives middle school children a way to track their success, along with offering the small reward of a card to keep them moving.</p> <p>FITNESS CHALLENGES Using 30-second intervals, the teacher leads the class through a variety of activities. Typically, cardiovascular activities are alternated with activities for muscular strength, muscular endurance, and flexibility.</p> <p>Example for a lesson with flexibility emphasis. Perform each for 30 seconds.</p> <ol style="list-style-type: none"> 1. Walking 2. Abdominal challenges
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<p>Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.</p> <p>Community resources can provide participation in physical activity for self and family members.</p>	<p>health/fitness indicators before, during, and after the workout program.</p> <ul style="list-style-type: none"> • 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health. • 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. • 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime. • 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities. • 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities. • 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities. • 2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities. 	<ol style="list-style-type: none"> 3. Locomotor movement (student choice) 4. Flexibility challenges 5. Flexibility content 6. Push-up challenges 7. Jogging 8. Flexibility activities/review <p>Learn how to find their heartbeat and measure max heart rate.</p> <p>Discuss contributions by Simone Biles, Megan Rapinoe and Coby Bryant. (Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>) (LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>)</p> <p>Create a bodyweight only routine and share it with the class. Use modifications to make the exercises both easier and harder.</p> <p>Keep a record of your times/reps for running, pushups, situps and post-test them in 2 months. How do you feel after you see your results?</p> <p>Learn common Yoga poses.</p> <p>Interdisciplinary Connections: SCI MATH</p> <p>New Jersey Student Learning Standards #: 2.2.8.MSC.3 2.2.8.MSC.4 2.2.8.MSC.5 2.2.8.PF.2 2.2.8.PF.3 2.2.8.LF.1 2.2.8.LF.4 2.2.8.LF.5</p>
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	<ul style="list-style-type: none"> • 2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions. 	
Safety (2.3) Disciplinary Concept:		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Comprehensive Health and Physical Education Practices		
<p>Acting as responsible and contributing member of society</p> <p>Building and maintaining healthy relationships</p> <p>Communicating clearly and effectively (verbal and nonverbal)</p> <p>Resolving conflict</p> <p>Attending to personal health, emotional, social and physical well-being</p> <p>Engaging in an active lifestyle</p> <p>Making decisions</p> <p>Managing-self</p> <p>Setting goals</p> <p>Using technology tools properly</p>		

Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
Self-Awareness	<ul style="list-style-type: none"> • Recognize one’s feelings and thoughts • Recognize the impact of one’s feelings and thoughts on one’s own behavior • Recognize one’s personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges 	
Self-Management	<ul style="list-style-type: none"> • Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals 	
Social Awareness	<ul style="list-style-type: none"> • Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds • Demonstrate an understanding of the need for mutual respect when viewpoints differ • Demonstrate an awareness of the expectations for social interactions in a variety of settings 	

Journal writing Group Assessment Group Interaction/Discussion/Computer Research Self and Peer Evaluations		Rubric Teacher observation Written Assessments Reflective Paper Group Presentations	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games.	Keep material concept-focused and principle-driven. Allow the use of digital translation or by grouping students together. Provide multiple means of action and expression.	Include more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
Supplemental Resources			
Technology: Laptop Chromebook SmartBoard Internet Access Projector Other: Equipment specific to sport or game			
Differentiated Student Access to Content: Recommended Strategies & Techniques			
Core Resources	Alternate Core Resources	ELL Core Resources	Gifted & Talented Core

	<i>IEP/504/At-Risk/ESL</i>		
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake tests for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionaries, and modified assessment and/or rubric.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Career Awareness and Planning	
	<i>Core Ideas:</i>	Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.
	<i>Performance Expectation/s:</i>	9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
	Career Readiness, Life Literacies, & Key Skills Practices	
	Plan education and career paths aligned to personal goals.	



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Comprehensive Health and Physical Education
End of Grade: 8

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Marking Period	Unit Title	Recommended Instruction
4	Cooperative Games/Ground Level Project Adventure/Team Building	150 Minutes/Wk
Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-CHPE within Unit
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Physical Wellness (2.2) Disciplinary Concept: Movement skills and Concepts Physical Fitness Lifelong Fitness		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	<u>Essential Question/s:</u>
Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).	<ul style="list-style-type: none"> • 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). • 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. • 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). 	Why is cooperation an important life skill? How will working together improve learning? How does communication affect cooperation? What makes a good leader? What can you learn through teamwork/cooperation to make our home, school, and community a better place to live? Why is it important to use the decision- making process? Why is it important to be able to trust your team/group? Name 6 forms of positive (3) negative (3) communication. What causes conflict?

<p>Feedback from others and self-assessment impacts performance of movement skills and concepts.</p> <p>Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.</p> <p>A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).</p>	<ul style="list-style-type: none"> • 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills. • 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. • 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. • 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others. • 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. • 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity. • 2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames). • 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor 	<p>Activity Description: Team building games, tag games, cup stacking, 4 square, adventure activities</p> <p>Interdisciplinary Connections: MATH SCI</p> <p>New Jersey Student Learning Standards #: 2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.3 2.2.8.MSC.4 2.2.8.MSC.5 2.2.8.MSC.6 2.2.8.MSC.7 2.2.8.PF.2 2.2.8.LF.3 2.2.8.LF.4 2.2.8.LF.5</p>
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<p>Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.</p> <p>Community resources can provide participation in physical activity for self and family members.</p>	<p>health/fitness indicators before, during, and after the workout program.</p> <ul style="list-style-type: none">• 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.• 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.• 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.• 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.• 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.• 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.• 2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.	
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	<ul style="list-style-type: none"> • 2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions. 	
Safety (2.3) Disciplinary Concept:		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Comprehensive Health and Physical Education Practices		
<p>Acting as responsible and contributing member of society</p> <p>Building and maintaining healthy relationships</p> <p>Communicating clearly and effectively (verbal and nonverbal)</p> <p>Resolving conflict</p> <p>Attending to personal health, emotional, social and physical well-being</p> <p>Engaging in an active lifestyle</p> <p>Making decisions</p> <p>Managing-self</p> <p>Setting goals</p> <p>Using technology tools properly</p>		

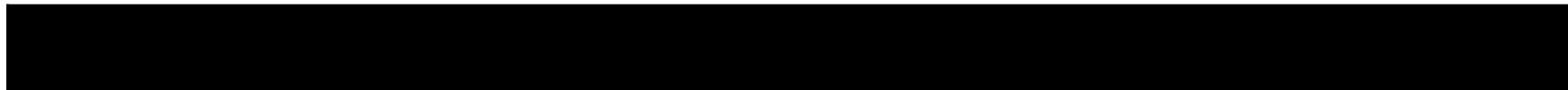
Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	
Self-Awareness	<ul style="list-style-type: none"> • Recognize one’s feelings and thoughts • Recognize the impact of one’s feelings and thoughts on one’s own behavior • Recognize one’s personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges 	
Self-Management	<ul style="list-style-type: none"> • Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals 	
Social Awareness	<ul style="list-style-type: none"> • Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds • Demonstrate an understanding of the need for mutual respect when viewpoints differ • Demonstrate an awareness of the expectations for social interactions in a variety of settings 	

Responsible Decision-Making	<ul style="list-style-type: none"> • Develop, implement, and model effective problem-solving and critical thinking skills • Identify the consequences associated with one’s actions in order to make constructive choices • Evaluate personal, ethical, safety, and civic impact of decisions 	
Relationship Skills	<ul style="list-style-type: none"> • Establish and maintain healthy relationships • Utilize positive communication and social skills to interact effectively with others • Identify ways to resist inappropriate social pressure • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways • Identify who, when, where, or how to seek help for oneself or others when needed 	
Assessments (Formative)		Assessments (Summative)
<i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<i>To show evidence of meeting the standard/s, students will successfully complete:</i>
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> Teacher Observation Do Now Homework Class Participation Portfolio Discussions Quiz 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> Quiz Exam <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> Pre-Test Oral Presentations Projects

Journal writing Group Assessment Group Interaction/Discussion/Computer Research Self and Peer Evaluations		Rubric Teacher observation Written Assessments Reflective Paper Group Presentations	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games.	Keep material concept-focused and principle-driven. Allow the use of digital translation or by grouping students together. Provide multiple means of action and expression.	Include more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
Supplemental Resources			
Technology: Laptop Chromebook SmartBoard Internet Access Projector			
Differentiated Student Access to Content: Recommended Strategies & Techniques			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core

Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake tests for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionaries, and modified assessment and/or rubric.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Career Awareness and Planning	
	<i>Core Ideas:</i>	Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.
	<i>Performance Expectation/s:</i>	9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
	Career Readiness, Life Literacies, & Key Skills Practices	
	Plan education and career paths aligned to personal goals.	



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Marking Period	Unit Title	Recommended Instruction
2-3	Nutrition/Food Choices/Food Labels/Calories/Cultural Food Choices	150 Minutes/Wk
Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Physical Wellness (2.2) Disciplinary Concept: Nutrition		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<p>Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.</p>	<ul style="list-style-type: none"> •2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits. •2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights. •2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans. •2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balanced nutrition). 	<p><u>Essential Question/s:</u></p> <p>Why do I choose the foods I eat? How can I eat healthy? What are the key nutrients to incorporate in a healthy diet? How many calories should I input/output in a day? How can I understand a Food Label? How does culture influence the food I eat? What is BMI?</p> <p><u>Activity Description:</u></p> <p>Get the Nutrition Facts food labels for 2 different foods.. Then, using the “A Tale of Two Foods” worksheet from KidsHealth , compare the nutritional information. Of the two foods, which is less processed? Which is the healthier choice?</p> <p>Get the food labels for a favorite snack and a drink, and locate the total grams of sugar for each. Create a bar graph showing the class findings.</p> <p>Find individual caloric intake.</p>
Safety (2.3) Disciplinary Concept:		

<i>Core Ideas:</i>	<i>Performance Expectation:</i>	Have students record a daily nutrition log, then analyze and compare to a professional nutrition log that lines up with their personal BMI. Lastly, have students find ways they can improve their initial daily nutrition.
Comprehensive Health and Physical Education Practices		Have students from diverse backgrounds share cultural foods and look up nutritional information. (Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>) Interdisciplinary Connections: SCI MATH ELA SS New Jersey Student Learning Standards #: 2.2.8.N.1 2.2.8.N.2 2.2.8.N.3 2.2.8.N.4
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 properly		
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
Self-Awareness	<ul style="list-style-type: none"> • Recognize one’s feelings and thoughts • Recognize the impact of one’s feelings and thoughts on one’s own behavior • Recognize one’s personal traits, strengths, and limitations 	

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Comprehensive Health and Physical Education
End of Grade: 8

Dev. Date:

<p>Self-Management</p>	<ul style="list-style-type: none">• Recognize the importance of self-confidence in handling daily tasks and challenges• Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors• Recognize the skills needed to establish and achieve personal and educational goals• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals	
<p>Social Awareness</p>	<ul style="list-style-type: none">• Recognize and identify the thoughts, feelings, and perspectives of others• Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds• Demonstrate an understanding of the need for mutual respect when viewpoints differ• Demonstrate an awareness of the expectations for social interactions in a variety of settings	
<p>Responsible Decision-Making</p>	<ul style="list-style-type: none">• Develop, implement, and model effective problem-solving and critical thinking skills• Identify the consequences associated with one’s actions in order to make constructive choices• Evaluate personal, ethical, safety, and civic impact of decisions	

<p>Relationship Skills</p>	<ul style="list-style-type: none"> • Establish and maintain healthy relationships • Utilize positive communication and social skills to interact effectively with others • Identify ways to resist inappropriate social pressure • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways • Identify who, when, where, or how to seek help for oneself or others when needed 	
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><u>Formative Assessments:</u> Teacher Observation Do Now Homework Class Participation Portfolio Discussions Quiz Journal writing Group Assessment Group Interaction/Discussion/Computer Research Self and Peer Evaluations</p>	<p><u>Benchmarks:</u> Quiz Exam</p> <p><u>Summative Assessments:</u> Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments Reflective Paper Group Presentations</p>	
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>		

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games.	Keep material concept-focused and principle-driven. Allow the use of digital translation or by grouping students together. Provide multiple means of action and expression.	Include more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
Supplemental Resources			
Technology: Laptop Chromebook SmartBoard Internet Access Projector			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake tests for additional credit, provide additional times and preferential	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionaries, and modified assessment and/or rubric.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.

	seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.		
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Information and Media Literacy		
	Core Ideas:	Sources of information are evaluated for accuracy and relevance when considering the use of information.	
	Performance Expectation/s:	9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a,).	
	Career Readiness, Life Literacies, & Key Skills Practices		
	Use technology to enhance productivity increase collaboration and communicate effectively.		

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>		Erin's Law: <i>A-769/S-1130</i>

Marking Period	Unit Title	Recommended Instruction
3	Online Safety/Sexual Abuse/Consent	150 Minutes/Wk
Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-CHPE within Unit
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Physical Wellness (2.2) Disciplinary Concept:		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	<u>Essential Question/s:</u> What is Erin’s Law? What should you know about child sexual abuse? What do I need to know about sexual abuse and assault prevention and awareness to stay healthy and safe? How and where do I find valid information and resources about sexual abuse and assault prevention and awareness? Where can I go for help and/or who can I talk to? What is consent? How do I protect my online identity? Is there a way to report inappropriate behavior online? <u>Activity Description:</u> Discuss Erin’s Law. (Erin’s Law: <i>A-769/S-1130</i>) Discuss consent and setting boundaries.
Safety (2.3) Disciplinary Concept: Personal Safety		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations. Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.	<ul style="list-style-type: none"> • 2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence). • 2.3.8.PS.2: Define sexual consent and sexual agency. • 2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual 	

<p>Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.</p>	<p>abuse, incest, rape, domestic violence, coercion, dating violence).</p> <ul style="list-style-type: none"> • 2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth. • 2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs). • 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion). • 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect). 	<p>Research and discuss who you can go to for help and/or hotlines to call.</p> <p>Visit Cybertipline online for information to report inappropriate online behavior.</p> <p>Visit KidsHealth.org for these online safety lessons: “Don’t go, Jo” and “Going to the lake @ 8 to meet him! TTYL <333” . Follow up with the “Internet + X Behavior Might = Y Result” handout.</p> <p>Interdisciplinary Connections: ELA TECH SS</p> <p>New Jersey Student Learning Standards #: 2.3.8.PS.1 2.3.8.PS.2 2.3.8.PS.6 2.3.8.PS.7</p>
<p>Comprehensive Health and Physical Education Practices</p>		
<p>Acting as responsible and contributing member of society</p> <p>Building and maintaining healthy relationships</p> <p>Communicating clearly and effectively (verbal and nonverbal)</p> <p>Resolving conflict</p> <p>Attending to personal health, emotional, social and physical well-being</p> <p>Engaging in an active lifestyle</p> <p>Making decisions</p>		

Managing-self Setting goals Using technology tools properly	
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>
Self-Awareness	<ul style="list-style-type: none"> • Recognize one’s feelings and thoughts • Recognize the impact of one’s feelings and thoughts on one’s own behavior • Recognize one’s personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges
Self-Management	<ul style="list-style-type: none"> • Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
Social Awareness	<ul style="list-style-type: none"> • Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds

<p>Formative Assessments:</p> <ul style="list-style-type: none"> Teacher Observation Do Now Homework Class Participation Portfolio Discussions Quiz Journal writing Group Assessment Group Interaction/Discussion/Computer Research Self and Peer Evaluations 	<p>Benchmarks:</p> <ul style="list-style-type: none"> Quiz Exam <p>Summative Assessments:</p> <ul style="list-style-type: none"> Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments Reflective Paper Group Presentations 		
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p>Core Resources</p>	<p>Alternate Core Resources IEP/504/At-Risk/ESL</p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core Resources</p>
<p>Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.</p>	<p>Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games.</p>	<p>Keep material concept-focused and principle-driven.</p> <p>Allow the use of digital translation or by grouping students together.</p> <p>Provide multiple means of action and expression.</p>	<p>Include more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.</p>
<p>Supplemental Resources</p>			
<p>Technology:</p> <ul style="list-style-type: none"> Laptop Chromebook SmartBoard Internet Access 			

Projector			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake tests for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionaries, and modified assessment and/or rubric.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Career Awareness and Planning	
	<i>Core Ideas:</i>	An individual's strengths, lifestyle goals, choices, and interests affect employment and income
	<i>Performance Expectation/s:</i>	9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
	Career Readiness, Life Literacies, & Key Skills Practices	

Consider the environmental, social and economic impacts of decisions.

[Redacted Header]											
	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>	X	Erin's Law: <i>A-769/S-1130</i>

Marking Period	Unit Title	Recommended Instruction
4	Diseases/Treatment and Medicines/Prevention	150 Minutes/Wk
Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept: Personal Growth and Development		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit
<i>Core Ideas:</i> Individual actions, genetics, and family history can play a role in an individual's personal health. Responsible actions regarding behavior can impact the development and health of oneself and others.	<i>Performance Expectation:</i> 2.1.8.PGD.1: Explain how appropriate health care can promote personal health. 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health. 2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies. 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health	
Physical Wellness (2.2) Disciplinary Concept:		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Safety (2.3) Disciplinary Concept: Health Conditions Diseases and Medicines		<u>Essential Question/s:</u> Why do people need to know about treatment and prevention of diseases and health conditions? Why are public health strategies vital in preventing the spread of diseases?

<p>Core Ideas:</p> <p>Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.</p> <p>The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.</p>	<p>Performance Expectation:</p> <ul style="list-style-type: none"> • 2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions. • 2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors. • 2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer). • 2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV). • 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission. • 2.3.8.HCDM.6: Explain how the immune system fights disease. • 2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors. 	<p>What strategies can a person utilize to strengthen mental and emotional health?</p> <p>Which diseases can we develop because of genetics?</p> <p>How can we prevent Lyme disease and other tick-borne illnesses?</p> <p>Activity Description:</p> <p>Research Project: Students will choose a disease of their choice and work in a small group. Students will present information about the disease, signs and symptoms, and treatments and cures (i.e. Poster, report, booklet, PowerPoint).</p> <p>Newscaster: Pretend to be a newscaster who reports on a local outbreak of a communicable disease. The report should include signs, symptoms, causes, and treatments of the disease.</p> <p>Vocabulary Matching Game: Have a list of mental illnesses. Matching game. Match mental illness to the definition of the disorder. Each student finds their match as they walk around the classroom.</p> <p>Guest Speaker: Invite a guest speaker to discuss topics that may include mental illness, detection, and treatment.</p> <p>Research genetic diseases and determine how we can help prevent these diseases.</p> <p>Engage students in a discussion about Lyme disease and tick-borne illness prevention, using case studies to explore real-life scenarios and decision-making. Encourage them to think critically about risk factors and prevention measures. Teach them how to conduct tick checks and safely remove ticks using tick removal tools.</p>
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Comprehensive Health and Physical Education Practices	
<p>Acting as responsible and contributing member of society</p> <p>Building and maintaining healthy relationships</p> <p>Communicating clearly and effectively (verbal and nonverbal)</p> <p>Resolving conflict</p> <p>Attending to personal health, emotional, social and physical well-being</p> <p>Engaging in an active lifestyle</p> <p>Making decisions</p> <p>Managing-self</p> <p>Setting goals</p> <p>Using technology tools properly</p>	<p>Interdisciplinary Connections: ELA SCI SS</p> <p>New Jersey Student Learning Standards #: 2.1.8.PGD.2 2.3.8.HCDM.2 2.3.8.HCDM.7</p>
Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies
<p>Self-Awareness</p>	<ul style="list-style-type: none"> • Recognize one’s feelings and thoughts • Recognize the impact of one’s feelings and thoughts on one’s own behavior • Recognize one’s personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges

Bayonne Board of Education
Comprehensive Health and Physical Education
End of Grade: 8

Dev. Date:

Self-Management	<ul style="list-style-type: none">• Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors• Recognize the skills needed to establish and achieve personal and educational goals• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals	
Social Awareness	<ul style="list-style-type: none">• Recognize and identify the thoughts, feelings, and perspectives of others• Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds• Demonstrate an understanding of the need for mutual respect when viewpoints differ• Demonstrate an awareness of the expectations for social interactions in a variety of settings	
Responsible Decision-Making	<ul style="list-style-type: none">• Develop, implement, and model effective problem-solving and critical thinking skills• Identify the consequences associated with one’s actions in order to make constructive choices• Evaluate personal, ethical, safety, and civic impact of decisions	
Relationship Skills	<ul style="list-style-type: none">• Establish and maintain healthy relationships	

	<ul style="list-style-type: none"> • Utilize positive communication and social skills to interact effectively with others • Identify ways to resist inappropriate social pressure • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways • Identify who, when, where, or how to seek help for oneself or others when needed 		
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
Formative Assessments: Teacher Observation Do Now Homework Class Participation Portfolio Discussions Quiz Journal writing Group Assessment Group Interaction/Discussion/Computer Research Self and Peer Evaluations		Benchmarks: Quiz Exam Summative Assessments: Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments Reflective Paper Group Presentations	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources

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Supplemental Resources			
Technology: Laptop Chromebook SmartBoard Internet Access Projector			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake tests for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionaries, and modified assessment and/or rubric.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.

	assignments into segments of shorter tasks.		
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Civic Financial responsibility	
	Core Ideas:	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
	Performance Expectation/s:	9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
	Career Readiness, Life Literacies, & Key Skills Practices	
	Act as a responsible and contributing community member and employee.	

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>		Erin's Law: <i>A-769/S-1130</i>

Marking Period	Unit Title	Recommended Instruction
4	Alcohol, Tobacco and Other Drugs	150 Minutes/Wk
Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-CHPE within Unit
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Physical Wellness (2.2) Disciplinary Concept:		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Safety (2.3) Disciplinary Concept:		
<i>Core Ideas:</i> 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.	<i>Performance Expectation:</i> •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	<p><u>Essential Question/s:</u> What is the effect of media, technology, and other factors on being pressured into taking drugs? Why is it difficult to stop smoking once a person has started? What is Tolerance and Dependence? How can peers influence your decisions?</p> <p><u>Activity Description:</u> Identify the following as some of the drug classifications: Stimulants, Depressants, Narcotics, Marijuana, Hallucinogens, and Steroids. Give examples of each drug classifications.</p>

	<p>other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).</p> <p>•2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.</p>	<p>Discuss how the use of drugs influences decision making and places one at risk for sexual assault, pregnancy and STDs.</p> <p>Investigate the legal and financial consequences of the use, sale and possession of illegal substances.</p> <p>Discuss how tolerance, synergistic effects, and antagonistic effects have an impact on the use of drugs and medicines.</p> <p>Predict social situations and conditions that may require adolescents and young adults to use decision making skills.</p> <p>Have students get into groups and create various scenario cards. Have every student read a different scenario of what type of drug they are using and how it impacts their lives negatively.</p>
Comprehensive Health and Physical Education Practices		
<p>Acting as responsible and contributing member of society</p> <p>Building and maintaining healthy relationships</p> <p>Communicating clearly and effectively (verbal and nonverbal)</p> <p>Resolving conflict</p> <p>Attending to personal health, emotional, social and physical well-being</p> <p>Engaging in an active lifestyle</p> <p>Making decisions</p> <p>Managing-self</p> <p>Setting goals</p> <p>Using technology tools properly</p>		<p>Hold a group discussion about the impact of peer pressure.</p> <p>Interdisciplinary Connections: SCI LA</p> <p>NJSLS#: 2.3.12.ATD.1 2.3.12.ATD.2 2.3.12.ATD.3 2.3.12.ATD.4</p>

Social and Emotional Learning: <i>Competencies</i>		Social and Emotional Learning: <i>Sub-Competencies</i>
Self-Awareness	<ul style="list-style-type: none"> • Recognize one’s feelings and thoughts • Recognize the impact of one’s feelings and thoughts on one’s own behavior • Recognize one’s personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges 	
Self-Management	<ul style="list-style-type: none"> • Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals 	
Social Awareness	<ul style="list-style-type: none"> • Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds 	

Marking Period	Unit Title	Recommended Instructional Days
1-2-3-4	Alcohol, Tobacco and Other Drugs	45
Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-CHPE within Unit
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Physical Wellness (2.2) Disciplinary Concept:		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Safety (2.3) Disciplinary Concept:		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	<p><u>Essential Question/s:</u> What is the effect of media, technology, and other factors on being pressured into taking drugs? Why is it difficult to stop smoking once a person has started? What is Tolerance and Dependence? How can peers influence your decisions?</p> <p><u>Activity Description:</u> Identify the following as some of the drug classifications: Stimulants, Depressants, Narcotics, Marijuana, Hallucinogens, and Steroids. Give examples of each drug classifications.</p>
<p>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.</p>	<p>•2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual’s social, emotional and mental wellness.</p> <p>•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</p>	

	<p>other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).</p> <p>•2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.</p>	<p>Discuss how the use of drugs influences decision making and places one at risk for sexual assault, pregnancy and STDs.</p> <p>Investigate the legal and financial consequences of the use, sale and possession of illegal substances.</p> <p>Discuss how tolerance, synergistic effects, and antagonistic effects have an impact on the use of drugs and medicines.</p> <p>Predict social situations and conditions that may require adolescents and young adults to use decision making skills.</p> <p>Have students get into groups and create various scenario cards. Have every student read a different scenario of what type of drug they are using and how it impacts their lives negatively.</p>
Comprehensive Health and Physical Education Practices		<p>Hold a group discussion about the impact of peer pressure.</p> <p>Interdisciplinary Connections: SCI LA</p> <p>NJSLS#: 2.3.12.ATD.1 2.3.12.ATD.2 2.3.12.ATD.3 2.3.12.ATD.4</p>
<p>Acting as responsible and contributing member of society</p> <p>Building and maintaining healthy relationships</p> <p>Communicating clearly and effectively (verbal and nonverbal)</p> <p>Resolving conflict</p> <p>Attending to personal health, emotional, social and physical well-being</p> <p>Engaging in an active lifestyle</p> <p>Making decisions</p> <p>Managing-self</p> <p>Setting goals</p> <p>Using technology tools properly</p>		

Social and Emotional Learning: <i>Competencies</i>		Social and Emotional Learning: <i>Sub-Competencies</i>
Self-Awareness	<ul style="list-style-type: none"> • Recognize one’s feelings and thoughts • Recognize the impact of one’s feelings and thoughts on one’s own behavior • Recognize one’s personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges 	
Self-Management	<ul style="list-style-type: none"> • Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals 	
Social Awareness	<ul style="list-style-type: none"> • Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds 	

<p><u>Formative Assessments:</u> Teacher Observation Do Now Homework Class Participation Portfolio Discussions Quiz Journal writing Group Assessment Group Interaction/Discussion/Computer Research Self and Peer Evaluations</p>	<p><u>Benchmarks:</u> Quiz Exam</p> <p><u>Summative Assessments:</u> Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments Reflective Paper Group Presentations</p>
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**Differentiated Student Access to Content:
 Teaching and Learning Resources/Materials**

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
Include information from databases such as ERIC, Medline, PsychINFO, and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games.	Keep material concept-focused and principle-driven. Allow the use of digital translation or grouping students together. Provide multiple means of action and expression.	Include a more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.

Supplemental Resources

<p>Technology: Laptop Chromebook</p>

SmartBoard Internet Access Projector			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
Include information from databases such as ERIC, Medline, PsychINFO, and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake tests for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionaries, and modified assessment and/or rubric.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Career Readiness and Planning	
	<i>Core Ideas:</i>	An individual's strengths, lifestyle goals, choices, and interests affect employment and income
	<i>Performance Expectation/s:</i>	9.2.8.CAP.3: Explain how career choices, educational choices, skills,

		economic conditions, and personal behavior affect income.
	Career Readiness, Life Literacies, & Key Skills Practices	
	Consider the environmental, social and economic impacts of decisions.	

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>		Erin's Law: <i>A-769/S-1130</i>

Bayonne Board of Education
Comprehensive Health and Physical Education
End of Grade: 8

Dev. Date:

Marking Period	Unit Title	Recommended Instructional Days
4	Dependency, Substance Disorder and Treatment	150 Minutes/Wk
Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-CHPE within Unit
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Physical Wellness (2.2) Disciplinary Concept:		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Safety (2.3) Disciplinary Concept:		<u>Essential Question/s:</u>
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	<u>Activity Description:</u>
Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.	<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 	<p>What are the main symptoms of drug abuse?</p> <p>What is the best treatment for an addiction?</p> <p>How can alcohol, tobacco and drugs affect your social, emotional well being, and physical health?</p> <p>Have students create a word wall with definitions of symptoms of alcohol, tobacco, and drug disorders.</p> <p>Investigate the legal and financial consequences of the use, sale and possession of illegal substances.</p>

<p>Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery.</p>	<p>if they align with personal values and beliefs.</p> <ul style="list-style-type: none"> • 2.3.12.DSDT.3: Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids). • 2.3.12.DSDT.4: Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free. • 2.3.12.DSDT.5: Evaluate the effectiveness of various strategies and skills that support an individual’s ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support). 	<p>Discuss theories about dependency, such as genetic predisposition, gender-related predisposition, and multiple risks.</p> <p>Discuss how tolerance, synergistic effects, and antagonistic effects have an impact on the use of drugs and medicines.</p> <p>Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.</p> <p>Predict social situations and conditions that may require adolescents and young adults to use decision making skills.</p> <p>Create a chart with the substance and then a timeline of the person's life and have the kids write ways in which the substance has negatively impacted their life along the way.</p> <p>Interdisciplinary Connections: ART ELA</p> <p>NJSLS#: 2.3.12.DSDT.1 2.3.12.DSDT.2 2.3.12.DSDT.3 2.3.12.DSDT.4 2.3.12.DSDT.5</p>
<p>Comprehensive Health and Physical Education Practices</p>		
<p>Acting as responsible and contributing member of society</p> <p>Building and maintaining healthy relationships</p> <p>Communicating clearly and effectively (verbal and nonverbal)</p> <p>Resolving conflict</p>		

Attending to personal health, emotional, social and physical well-being Engaging in an active lifestyle Making decisions Managing-self Setting goals Using technology tools properly		
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
Self-Awareness	<ul style="list-style-type: none"> • Recognize one’s feelings and thoughts • Recognize the impact of one’s feelings and thoughts on one’s own behavior • Recognize one’s personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges 	
Self-Management	<ul style="list-style-type: none"> • Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors 	

<p>Social Awareness</p>	<ul style="list-style-type: none">• Recognize the skills needed to establish and achieve personal and educational goals• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals	
<p>Responsible Decision-Making</p>	<ul style="list-style-type: none">• Recognize and identify the thoughts, feelings, and perspectives of others• Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds• Demonstrate an understanding of the need for mutual respect when viewpoints differ• Demonstrate an awareness of the expectations for social interactions in a variety of settings	
<p>Relationship Skills</p>	<ul style="list-style-type: none">• Develop, implement, and model effective problem-solving and critical thinking skills• Identify the consequences associated with one's actions in order to make constructive choices• Evaluate personal, ethical, safety, and civic impact of decisions <ul style="list-style-type: none">• Establish and maintain healthy relationships• Utilize positive communication and social skills to interact effectively with others	

	<ul style="list-style-type: none"> • Identify ways to resist inappropriate social pressure • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways • Identify who, when, where, or how to seek help for oneself or others when needed 		
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<u>Formative Assessments:</u> Teacher Observation Do Now Homework Class Participation Portfolio Discussions Quiz Journal writing Group Assessment Group Interaction/Discussion/Computer Research Self and Peer Evaluations		<u>Benchmarks:</u> Quiz Exam <u>Summative Assessments:</u> Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments Reflective Paper Group Presentations	
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Technology: Laptop Chromebook SmartBoard Internet Access Projector			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
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	and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.		
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	Core Ideas:	An individual’s strengths, lifestyle goals, choices, and interests affect employment and income	
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