

Marking Period	Unit Title	Recommended Instructional Days
1-4	Adaptive PE	150 Minutes/Wk
<b>Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept:</b>		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit</b>
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<b>Physical Wellness (2.2) Disciplinary Concept: Movement Skills and Concepts Physical Fitness Lifelong Fitness</b>		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<p>Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).</p> <p>The quality of feedback from others, self-assessment as well as effort and</p>	<p>• 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).</p> <p>• 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</p> <p>2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space,</p>	<p><b><u>Essential Question/s:</u></b>                      Why is it important to understand the rules of activities and games? What are the characteristics of good sportsmanship? Why is safety important during activities and games?</p> <p><b><u>Activity Description:</u></b></p> <p>Fitness skills.</p> <p>Hand-eye coordination and balancing skills</p> <p>Throwing and catching skills using different pieces of equipment. Examples: a soft ball, scarfs and noodles.</p> <p>Fitness activities. Throwing, catching and aiming activities</p> <p>Striking skills and activities using badminton rackets, balloons and birdies.</p>

<p>repetition influences movement skills, concepts, and performance.</p> <p>Individual and team execution requires interaction, respect, effort, and a positive attitude.</p> <p>Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction</p>	<p>force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).</p> <ul style="list-style-type: none"> <li>• 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.</li> <li>• 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.</li> </ul> <p>2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.</p> <p>2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.</p> <p>2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.</p> <p>2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).</p> <p>2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and</p>	<p>Hand-eye coordination using balloons, soft volleyballs and omni kin balls. Volleyball activities.</p> <p>Bouncing and catching activities.</p> <p>Dribbling activities.</p> <p>Aiming skills using basketball activities.</p> <p>Review striking skills with scooter hockey activities.</p> <p>Continue with scooter activities.</p> <p>Introduce bike riding with tricycles.</p> <p>Throwing and catching games</p> <p>Noodle activities.</p> <p>Eye foot coordination activities.</p> <p>Fitness games.</p> <p>Racket activities.</p> <p>Volleyball activities.</p> <p>Scooter activities.</p> <p>Aiming and tossing activities using deck rings.</p> <p>Tennis - T Ball</p> <p>Football activities.</p> <p><b>Interdisciplinary Connections:</b>        MATH</p>
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<p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p> <p>Community resources can support a lifetime of wellness to self and family members.</p>	<p>the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.</p> <ul style="list-style-type: none"> <li>• 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.</li> <li>• 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.</li> <li>• 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.</li> <li>• 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.</li> <li>• 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).</li> <li>• 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.</li> </ul>	<p>SCI                  SS</p> <p><b>New Jersey Student Learning Standards #:</b>                  2.2.12.PF.2                  2.2.12.MSC.4                  2.2.12.LF.3                  2.2.12.LF.4</p>
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	<ul style="list-style-type: none"> <li>• 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.</li> <li>• 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.</li> </ul>	
<b>Safety (2.3)</b> <b>Disciplinary Concept:</b>		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<b>Comprehensive Health and Physical Education Practices</b>		
<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>		

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

<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Do Now</li> <li>Homework</li> <li>Class Participation</li> <li>Portfolio</li> <li>Discussions</li> <li>Quiz</li> <li>Journal writing</li> <li>Group Assessment</li> <li>Group Interaction/Discussion/Computer Research</li> <li>Self and Peer Evaluations</li> </ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>Quiz</li> <li>Exam</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>Pre-Test</li> <li>Oral Presentations</li> <li>Projects</li> <li>Rubric</li> <li>Teacher observation</li> <li>Written Assessments</li> <li>Reflective Paper</li> <li>Group Presentations</li> </ul>	
<b>Differentiated Student Access to Content:                      Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<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 grouping students together.</p> <p>Provide multiple means of action and expression.</p>	<p>Include a more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.</p>
<b>Supplemental Resources</b>			

<b>Technology:</b> <ul style="list-style-type: none"> <li>● Laptop</li> <li>● Chromebook</li> <li>● SmartBoard</li> <li>● Internet Access</li> <li>● Projector</li> </ul>			
<b>Differentiated Student Access to Content:                  Recommended <i>Strategies &amp; Techniques</i></b>			
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.

New Jersey Legislative Statutes and Administrative Code  
 (place an "X" before each law/statute if/when present within the curriculum map)

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A.</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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Bayonne Board of Education  
Comprehensive Health and Physical Education  
Grade: 9-12

Dev. Date:  
9/20

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		<i>18A:35-28</i>							
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Marking Period	Unit Title	Recommended Instructional Days
2/3	PE9 Fitness	45
<b>Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept:</b>		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit</b>
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<b>Physical Wellness (2.2) Disciplinary Concept: Movement Skills and Concepts Physical Fitness Lifelong Fitness</b>		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<p>Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).</p> <p>The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance.</p>	<p>• 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).</p> <p>• 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</p> <p>• 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g.,</p>	<p><b><u>Essential Question/s:</u></b>                      How would you apply the components of health related fitness to activities of daily living?                      What is the FITT principle and how do you apply it to a fitness program?                      How does stretching impact my everyday life?                      What is body composition?                      How does diet and exercise influence body composition?</p> <p><b><u>Activity Description:</u></b>  <i>Nutrition tip of the day</i></p> <ul style="list-style-type: none"> <li>• Daily nutrition tip</li> </ul> <p><i>Strength training/gym etiquette</i></p> <ul style="list-style-type: none"> <li>• Gym etiquette - cleaning, putting equipment back, no horse play, etc.</li> <li>• Discuss the components of health related fitness</li> <li>• FITT principle</li> <li>• Wellness room – cable machines, free weights, cardio equipment, slam balls, medicine balls</li> </ul>

<p>Individual and team execution requires interaction, respect, effort, and a positive attitude.</p> <p>Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.</p>	<p>creative, cultural, social, aerobics dance, fitness).</p> <ul style="list-style-type: none"> <li>• 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.</li> <li>• 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.</li> <li>• 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.</li> <li>• 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.</li> <li>• 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.</li> <li>• 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).</li> <li>• 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the</li> </ul>	<ul style="list-style-type: none"> <li>• Learn the basics of weight training</li> <li>• Keep fitness logs</li> <li>• Discuss reps and sets</li> </ul> <p><i>Fitness</i></p> <ul style="list-style-type: none"> <li>• Bodyweight training, light dumbbells, circuit training, stretching, joint mobility, body composition</li> <li>• Analyze how diet and exercise affect body composition</li> </ul> <p><i>Cardio conditioning</i></p> <ul style="list-style-type: none"> <li>• Indoor track activities</li> </ul> <p><i>Yoga</i></p> <p>Discuss how these fitness components relate to a lifetime of health.</p> <p><b>Interdisciplinary Connections:</b>                  SCI                  MATH</p> <p><b>New Jersey Student Learning Standards #:</b>                  2.2.12.PF.1                  2.2.12.PF.2                  2.2.12.PF.3                  2.2.12.PF.5                  2.2.12.LF.2                  2.2.12.LF.3                  2.2.12.LF.4                  2.2.12.LF.5</p>
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<p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p> <p>Community resources can support a lifetime of wellness to self and family members.</p>	<p>mind and body before, during, and after physical fitness activities.</p> <ul style="list-style-type: none"><li>• 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.</li><li>• 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.</li><li>• 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.</li><li>• 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.</li><li>• 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).</li><li>• 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.</li><li>• 2.2.12.LF.7: Analyze the current and future impact of globalization and</li></ul>	
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	<p>technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.</p> <ul style="list-style-type: none"> <li>• 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.</li> </ul>	
<b>Safety (2.3)</b> <b>Disciplinary Concept:</b>		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<b>Comprehensive Health and Physical Education Practices</b>		
<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>		

Using technology tools responsibly		
<b>Social and Emotional Learning: <i>Competencies</i></b>	<b>Social and Emotional Learning: <i>Sub-Competencies</i></b>	
Self-Awareness	<ul style="list-style-type: none"> <li>• Recognize one’s feelings and thoughts</li> <li>• Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> <li>• Recognize one’s personal traits, strengths, and limitations</li> <li>• Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul>	
Self-Management	<ul style="list-style-type: none"> <li>• Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors</li> <li>• Recognize the skills needed to establish and achieve personal and educational goals</li> <li>• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals</li> </ul>	
<b>Assessments (Formative)</b>		<b>Assessments (Summative)</b>

<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><b><u>Formative Assessments:</u></b>                  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><b><u>Benchmarks:</u></b>                  Quiz                  Exam</p> <p><b><u>Summative Assessments:</u></b>                  Pre-Test                  Oral Presentations                  Projects                  Rubric                  Teacher observation                  Written Assessments                  Reflective Paper                  Group Presentations</p>	
<b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<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 grouping students together.</p> <p>Provide multiple means of action and expression.</p>	<p>Include a more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.</p>
<b>Supplemental Resources</b>			

<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● Laptop</li> <li>● Chromebook</li> <li>● SmartBoard</li> <li>● Internet Access</li> <li>● Projector</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>● Dumbbells</li> <li>● Gym Equipment</li> <li>● Yoga Mats</li> </ul>			
<p><b>Differentiated Student Access to Content:                  Recommended <i>Strategies &amp; Techniques</i></b></p>			
<p style="text-align: center;"><b>Core Resources</b></p>	<p style="text-align: center;"><b>Alternate Core Resources  <i>IEP/504/At-Risk/ESL</i></b></p>	<p style="text-align: center;"><b>ELL Core Resources</b></p>	<p style="text-align: center;"><b>Gifted &amp; Talented Core</b></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 assignments into segments of shorter tasks.</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>

<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept: Creativity and Innovation</b>	
	<b>Core Ideas:</b>	With a growth mindset, failure is an important part of success.
	<b>Performance Expectation/s:</b>	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.	

New Jersey Legislative Statutes and Administrative Code  
 (place an "X" before each law/statute if/when present within the curriculum map)

	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 Instructional Days
4	PE9 Recreation Games/Team Sports	45
<b>Mental Health: Emotional and Social Wellness (2.1)</b> <b>Disciplinary Concept:</b>		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit</b>
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<b>Physical Wellness (2.2)</b> <b>Disciplinary Concept:</b> <b>Movement Skills and Concepts</b> <b>Physical Fitness</b> <b>Lifelong Fitness</b>		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<p>Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).</p> <p>The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance.</p>	<p>• 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).</p> <p>• 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</p> <p>• 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g.,</p>	<p><b><u>Essential Question/s:</u></b>                      What components of fitness encompass participation in recreation games?                      What do balance, coordination, and flexibility have to do with the concepts and performance of recreation games?                      How can recreation games increase the fitness level of each individual?                      How can participation in sports lead to lifetime fitness?                      Is all movement considered physical activity?                      How can understanding force and motion improve performance?                      How does rhythm affect movement skills in various physical activities?                      How does individual and group assessment improve performance?</p> <p><b><u>Activity Description:</u></b>  <i>Recreation Games:</i></p> <ul style="list-style-type: none"> <li>• Biking in lot (beginners) and around the stadium. Tennis in courts, Archery in courtyard.</li> </ul> <p><i>Team Sports and recreation games in field or tennis courts:</i></p>

<p>Individual and team execution requires interaction, respect, effort, and a positive attitude.</p> <p>Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.</p>	<p>creative, cultural, social, aerobics dance, fitness).</p> <ul style="list-style-type: none"> <li>• 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.</li> <li>• 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.</li> <li>• 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.</li> <li>• 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.</li> <li>• 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.</li> <li>• 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).</li> <li>• 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the</li> </ul>	<ul style="list-style-type: none"> <li>• Ultimate games, soccer, football, badminton, volleyball, softball, Nitroball and Spikeball.</li> </ul> <p><i>Inclement Weather:</i></p> <ul style="list-style-type: none"> <li>• Indoor activities including table tennis; use of the indoor track, dance room and auxiliary gym for cardio, fitness and team building games.</li> </ul> <p>Discuss the contributions of the 2 first transgender athletes, Quinn and Laurel Hubbard, made to the olympic games? (LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>)</p> <p><b>Interdisciplinary Connections:</b>                  MATH                  SCI</p> <p><b>New Jersey Student Learning Standards #:</b>                  2.2.12.MSC.3                  2.2.12.MSC.2                  2.2.12.LF.4                  2.2.12.LF.5                  2.2.12.PF.2                  2.2.12.PF.3                  2.2.12.PF.5</p>
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<p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p> <p>Community resources can support a lifetime of wellness to self and family members.</p>	<p>mind and body before, during, and after physical fitness activities.</p> <ul style="list-style-type: none"><li>• 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.</li><li>• 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.</li><li>• 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.</li><li>• 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.</li><li>• 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).</li><li>• 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.</li><li>• 2.2.12.LF.7: Analyze the current and future impact of globalization and</li></ul>	
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	<p>technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.</p> <ul style="list-style-type: none"> <li>• 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.</li> </ul>	
<b>Safety (2.3)</b> <b>Disciplinary Concept:</b>		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<b>Comprehensive Health and Physical Education Practices</b>		
<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>		

Using technology tools responsibly		
<b>Social and Emotional Learning: Competencies</b>	<b>Social and Emotional Learning: Sub-Competencies</b>	
Self-Awareness	<ul style="list-style-type: none"> <li>• Recognize one’s feelings and thoughts</li> <li>• Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> <li>• Recognize one’s personal traits, strengths, and limitations</li> <li>• Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul>	
Self-Management	<ul style="list-style-type: none"> <li>• Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors</li> <li>• Recognize the skills needed to establish and achieve personal and educational goals</li> <li>• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals</li> </ul>	
<b>Assessments (Formative)</b>		<b>Assessments (Summative)</b>

<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>	
<b><u>Formative Assessments:</u></b> Teacher Observation Do Now Homework Class Participation Portfolio Discussions Quiz Journal writing Group Assessment Group Interaction/Discussion/Computer Research Self and Peer Evaluations		<b><u>Benchmarks:</u></b> Quiz Exam  <b><u>Summative Assessments:</u></b> Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments Reflective Paper Group Presentations	
<b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
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.
<b>Supplemental Resources</b>			

<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● Laptop</li> <li>● Chromebook</li> <li>● SmartBoard</li> <li>● Internet Access</li> <li>● Projector</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>● Bicycles</li> <li>● Tennis Rackets</li> <li>● Tennis Balls</li> <li>● Badminton Rackets and Birdies</li> <li>● Archery Equipment</li> <li>● Volleyballs</li> <li>● Footballs</li> <li>● Spikeball</li> <li>● Balls</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<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</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>

	study guides, and/or break assignments into segments of shorter tasks.		
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<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept: Creativity and Innovation</b>		
	<b>Core Ideas:</b>	With a growth mindset, failure is an important part of success.	
	<b>Performance Expectation/s:</b>	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas	
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>		
	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.		

	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>		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
1, 2, 3, 4	PE9 Team units	45
<b>Mental Health: Emotional and Social Wellness (2.1)</b> <b>Disciplinary Concept:</b>		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit</b>
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<b>Physical Wellness (2.2)</b> <b>Disciplinary Concept:</b> <b>Movement Skills and Concepts</b> <b>Physical Fitness</b> <b>Lifelong Fitness</b>		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<p>Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).</p> <p>The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance.</p>	<p>• 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).</p> <p>• 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</p> <p>• 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g.,</p>	<p><b><u>Essential Question/s:</u></b>                      What components of fitness do team sports encompass?                      What do balance, coordination, and flexibility have to do with the concepts and performance of team sports?                      How can team sports increase the fitness level of each individual?                      What role does movement, transition, sportsmanship, and communication play in team sports?                      How do the basic skills of team sports relate to those of other team sports?                      How can participation in sports lead to lifetime fitness?                      Is all movement considered physical activity?                      How can understanding force and motion improve performance?                      How does rhythm affect movement skills in various physical activities?                      How does individual and group assessment improve performance?                      What contributions have the 2 first transgender athletes, Quinn and Laurel Hubbard, made to the olympic games?</p> <p><b><u>Activity Description:</u></b>                      Warm-ups and Stretching followed by:</p>

<p>Individual and team execution requires interaction, respect, effort, and a positive attitude.</p> <p>Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.</p>	<p>creative, cultural, social, aerobics dance, fitness).</p> <ul style="list-style-type: none"> <li>• 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.</li> <li>• 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.</li> <li>• 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.</li> <li>• 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.</li> <li>• 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.</li> <li>• 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).</li> <li>• 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the</li> </ul>	<p><i>Team Units</i> – Soccer, Football, Rugby, Ultimate, Lacrosse, Ground Level Team Adventure Games</p> <ul style="list-style-type: none"> <li>• Rules, Intro/lead up games, full games</li> </ul> <p><i>Fitness Friday</i> – Cardio Endurance, Tag Games, Bleachers, Bodyweight Training</p> <p><i>Inclement Weather</i> – Indoor Track Games, Racket Games, Scooters</p> <p>Discuss the contributions the 2 first transgender athletes, Quinn and Laurel Hubbard, make to the olympic games? (LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>)</p> <p><b>Interdisciplinary Connections</b>                  MATH                  SCI                  SS</p> <p><b>New Jersey Student Learning Standards #:</b>                  2.2.12.MSC.3                  2.2.12.MSC.2                  2.2.12.LF.4                  2.2.12.LF.5                  2.2.12.PF.2                  2.2.12.PF.3                  2.2.12.PF.5</p>
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<p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p> <p>Community resources can support a lifetime of wellness to self and family members.</p>	<p>mind and body before, during, and after physical fitness activities.</p> <ul style="list-style-type: none"><li>• 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.</li><li>• 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.</li><li>• 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.</li><li>• 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.</li><li>• 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).</li><li>• 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.</li><li>• 2.2.12.LF.7: Analyze the current and future impact of globalization and</li></ul>	
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	technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections. • 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.	
<b>Safety (2.3)</b> <b>Disciplinary Concept:</b>		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<b>Comprehensive Health and Physical Education Practices</b>		
Acting as responsible and contributing member of society Building and maintaining healthy relationships Communicating clearly and effectively (verbal and nonverbal) Resolving conflict Attending to personal health, emotional, social, and physical well-being Engaging in an active lifestyle Making decisions Managing-self Setting goals		

Using technology tools responsibly		
<b>Social and Emotional Learning: <i>Competencies</i></b>	<b>Social and Emotional Learning: <i>Sub-Competencies</i></b>	
Self-Awareness	<ul style="list-style-type: none"> <li>• Recognize one’s feelings and thoughts</li> <li>• Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> <li>• Recognize one’s personal traits, strengths, and limitations</li> <li>• Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul>	
Self-Management	<ul style="list-style-type: none"> <li>• Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors</li> <li>• Recognize the skills needed to establish and achieve personal and educational goals</li> <li>• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals</li> </ul>	
<b>Assessments (Formative)</b>		<b>Assessments (Summative)</b>

<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><b><u>Formative Assessments:</u></b>                  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><b><u>Benchmarks:</u></b>                  Quiz                  Exam</p> <p><b><u>Summative Assessments:</u></b>                  Pre-Test                  Oral Presentations                  Projects                  Rubric                  Teacher observation                  Written Assessments                  Reflective Paper                  Group Presentations</p>	
<b>Differentiated Student Access to Content:                  Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources                  IEP/504/At-Risk/ESL</b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<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 grouping students together.</p> <p>Provide multiple means of action and expression.</p>	<p>Include a more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.</p>
<b>Supplemental Resources</b>			

<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● Laptop</li> <li>● Chromebook</li> <li>● SmartBoard</li> <li>● Internet Access</li> <li>● Projector</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>● Soccer Balls</li> <li>● Footballs</li> <li>● Lacrosse Equipment</li> <li>● Hula Hoops</li> <li>● Rugby Balls</li> </ul>			
<b>Differentiated Student Access to Content:                  Recommended <i>Strategies &amp; Techniques</i></b>			
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.

<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept: Creativity and Innovation</b>	
	<b>Core Ideas:</b>	With a growth mindset, failure is an important part of success.
	<b>Performance Expectation/s:</b>	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.	

	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>		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
1, 2, 3, 4	Table Tennis	45
<b>Mental Health: Emotional and Social Wellness (2.1)</b> <b>Disciplinary Concept:</b>		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit</b>
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<b>Physical Wellness (2.2)</b> <b>Disciplinary Concept:</b> <b>Movement Skills and Concepts</b> <b>Physical Fitness</b> <b>Lifelong Fitness</b>		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<p>Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).</p> <p>The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance.</p>	<p>• 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).</p> <p>• 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</p> <p>• 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g.,</p>	<p><b><u>Essential Question/s:</u></b>                      What are the rules, skills, and game strategies involved in tennis?                      How do teamwork and sportsmanship affect game play?                      How do tennis skills relate to other racket sports?                      How does participation in tennis improve physical fitness?                      How can participation in sports lead to lifetime fitness?                      Is all movement considered physical activity?                      How can understanding force and motion improve performance?                      How does rhythm affect movement skills in various physical activities?                      How does individual and group assessment improve performance?</p> <p><b><u>Activity Description:</u></b></p> <p>Class expectations                      Introduction to key vocabulary words                      Dynamic warm-up (stationary .30 seconds)                      Introduce forehand drill and explain the grip                      Divide the students into 4 four per group</p>

<p>Individual and team execution requires interaction, respect, effort, and a positive attitude.</p> <p>Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.</p>	<p>creative, cultural, social, aerobics dance, fitness).</p> <ul style="list-style-type: none"> <li>• 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.</li> <li>• 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.</li> <li>• 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.</li> <li>• 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.</li> <li>• 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.</li> <li>• 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).</li> <li>• 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the</li> </ul>	<ul style="list-style-type: none"> <li>• have student 1 serve with a forehand grip diagonally across the table to student 2. Student 2 should return to student 3 and back to student 4.</li> </ul> <p>Game situation (focus on forehand grip)</p> <p>Stationary Dynamic Warm-up              Review forehand grip              Introduce backhand grip              Divide the students into 4 four per group</p> <ul style="list-style-type: none"> <li>• Have students serve using backhand grip diagonally across the table to the opposite student. Must return only using backhand grip. Student 3 and 4 immediately replaces student 1 and 2.</li> </ul> <p>Game situation using both hand grips.</p> <p>Stationary Dynamic warm-up              Review forehand and backhand grips              Introduce forehand to backhand drills              Game situation focus on forehand and backhand grip</p> <p>Stationary Dynamic Warm-up              Review the two grips              Divide the students into pairs</p> <ul style="list-style-type: none"> <li>• Student one will start with backhand grip, while student two will return with the forehand grip. The ball will travel in a straight line across the table.</li> </ul> <p>Game situation using both grips.</p> <p>Stationary Warm-up              Review forehand and backhand grips              Four to a group:</p> <ul style="list-style-type: none"> <li>• Play one against one</li> </ul>
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<p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p> <p>Community resources can support a lifetime of wellness to self and family members.</p>	<p>mind and body before, during, and after physical fitness activities.</p> <ul style="list-style-type: none"> <li>• 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.</li> <li>• 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.</li> <li>• 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.</li> <li>• 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.</li> <li>• 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).</li> <li>• 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.</li> <li>• 2.2.12.LF.7: Analyze the current and future impact of globalization and</li> </ul>	<ul style="list-style-type: none"> <li>• Winner stays on and will serve the ball. As soon as one student loses a point, that student steps back and the next player replaces them.</li> </ul> <p>Game Situation:</p> <ul style="list-style-type: none"> <li>• One one One</li> <li>• Play to 3 points</li> </ul> <p>Stationary Warm-Up          Review forehand and backhand grips.</p> <ul style="list-style-type: none"> <li>• Winner stays and plays (doubles) losing two moves to the right play to 7</li> <li>• Game Situation (doubles)</li> </ul> <p>Stationary Dynamic Warm-up          Review forearm and backhand grips          Four in a group</p> <ul style="list-style-type: none"> <li>• Winner stays on and plays</li> <li>• Doubles winner will stay on and losing team moves to the right play to 7 points</li> <li>• Game situation (doubles tournament) play to 11 points</li> </ul> <p>Stationary Dynamic Warm-Up          Review forearm and backhand grips          Four in a group</p> <ul style="list-style-type: none"> <li>• Winner stays on and plays</li> <li>• Doubles winner will stay on and losing team moves to the right play to 7 points</li> </ul> <p>Game situation (doubles tournament) play to 11 points</p> <p><b>Interdisciplinary Connections:</b>          MATH</p>
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	technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections. • 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.	SCI  <b>New Jersey Student Learning Standards #:</b> 2.2.12.MSC.3 2.2.12.MSC.2 2.2.12.LF.4 2.2.12.LF.5 2.2.12.PF.2 2.2.12.PF.3 2.2.12.PF.5
<b>Safety (2.3)</b> <b>Disciplinary Concept:</b>		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<b>Comprehensive Health and Physical Education Practices</b>		
Acting as responsible and contributing member of society  Building and maintaining healthy relationships  Communicating clearly and effectively (verbal and nonverbal)  Resolving conflict  Attending to personal health, emotional, social, and physical well-being  Engaging in an active lifestyle  Making decisions  Managing-self  Setting goals		

Using technology tools responsibly		
<b>Social and Emotional Learning: <i>Competencies</i></b>	<b>Social and Emotional Learning: <i>Sub-Competencies</i></b>	
Self-Awareness	<ul style="list-style-type: none"> <li>• Recognize one’s feelings and thoughts</li> <li>• Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> <li>• Recognize one’s personal traits, strengths, and limitations</li> <li>• Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul>	
Self-Management	<ul style="list-style-type: none"> <li>• Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors</li> <li>• Recognize the skills needed to establish and achieve personal and educational goals</li> <li>• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals</li> </ul>	
<b>Assessments (Formative)</b>		<b>Assessments (Summative)</b>

<b><i>To show evidence of meeting the standard/s, students will successfully engage within:</i></b>		<b><i>To show evidence of meeting the standard/s, students will successfully complete:</i></b>	
<b><u>Formative Assessments:</u></b> Teacher Observation Do Now Homework Class Participation Portfolio Discussions Quiz Journal writing Group Assessment Group Interaction/Discussion/Computer Research Self and Peer Evaluations		<b><u>Benchmarks:</u></b> Quiz Exam  <b><u>Summative Assessments:</u></b> Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments Reflective Paper Group Presentations	
<b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
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.
<b>Supplemental Resources</b>			

<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● Laptop</li> <li>● Chromebook</li> <li>● SmartBoard</li> <li>● Internet Access</li> <li>● Projector</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>● Table Tennis Paddles</li> <li>● Table Tennis Balls</li> </ul>			
<b>Differentiated Student Access to Content:                  Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources  <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
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.

<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept: Creativity and Innovation</b>	
	<b>Core Ideas:</b>	With a growth mindset, failure is an important part of success.
	<b>Performance Expectation/s:</b>	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.	

X	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>		Erin's Law: <i>A-769/S-1130</i>
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Marking Period	Unit Title	Recommended Instructional Days
1, 2, 3, 4	Wellness Room	45
<b>Mental Health: Emotional and Social Wellness (2.1)</b> <b>Disciplinary Concept:</b>		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit</b>
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<b>Physical Wellness (2.2)</b> <b>Disciplinary Concept:</b> <b>Movement Skills and Concepts</b> <b>Physical Fitness</b> <b>Lifelong Fitness</b>		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<p>Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).</p> <p>The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance.</p>	<p>• 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).</p> <p>• 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</p> <p>• 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g.,</p>	<p><b><u>Essential Question/s:</u></b>                      How does one know that a fitness plan is effective?                      How does physical fitness enhance your ability to have a successful life?                      How does my health benefit from being physically fit?                      How does fitness affect my body?                      What is HIIT?                      How can yoga benefit my overall health?                      How can participation in sports lead to lifetime fitness?                      Is all movement considered physical activity?                      How can understanding force and motion improve performance?                      How does rhythm affect movement skills in various physical activities?                      How does individual and group assessment improve performance?</p> <p><b><u>Activity Description:</u></b>                      Safety Rules, Familiarity with the room, class expectations, major muscle groups, difference between reps and sets, difference between high and low intensity workouts, flexibility, and cardio.</p>

<p>Individual and team execution requires interaction, respect, effort, and a positive attitude.</p> <p>Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.</p>	<p>creative, cultural, social, aerobics dance, fitness).</p> <ul style="list-style-type: none"> <li>• 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.</li> <li>• 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.</li> <li>• 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.</li> <li>• 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.</li> <li>• 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.</li> <li>• 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).</li> <li>• 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the</li> </ul>	<p><b>Activities:</b> Warm up routine, and body weight activities, target 5 to 6 exercises, and finish with an Ab finisher.  <b>Fitness:</b> Warm-up, cardio/ muscular endurance.</p> <p>Review safety rules, basic skills of using dumbbells, kettlebell, barbells, treadmills, jump ropes. Concept of a workout plan, where do we get our energy from, and hydration.  <b>Activities:</b> Perform the designed workout.  <b>Fitness:</b> Warm-up, cardio/muscular endurance.</p> <p>Basic fundamentals of HIIT workouts. HIIT can focus on specific muscles or total body. Importance of drinking enough water.  <b>Activities:</b> Perform the designed workout.  <b>Fitness:</b> Warm-up, cardio/muscular endurance.</p> <p>Introduction to resistance bands. Demonstrate and discuss the benefits of adding band to training.  <b>Activities:</b> Take part in class discussion, follow the designated workout of the day.  <b>Fitness:</b> Warm-up, cardiovascular, and muscular endurance.</p> <p>Introduction to kettlebells and performing a kettlebell routine. Demonstrate different ways to use the HBs and focus on technique.  <b>Activities:</b> Main focus is technique/follow the designed workout of the day.  <b>Fitness:</b> Warm-up, cardiovascular, and muscular endurance.</p> <p>Basic fundamentals skills of barbell and dumbbell exercises in order to participate in weight training. Demonstrate exercise with focus on technique.  <b>Activities:</b> Follow the designated workout of the day/focus on the technique during lifts.  <b>Fitness:</b> Warm-up, cardiovascular, and muscular endurance.</p>
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<p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p> <p>Community resources can support a lifetime of wellness to self and family members.</p>	<p>mind and body before, during, and after physical fitness activities.</p> <ul style="list-style-type: none"> <li>• 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.</li> <li>• 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.</li> <li>• 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.</li> <li>• 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.</li> <li>• 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).</li> <li>• 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.</li> <li>• 2.2.12.LF.7: Analyze the current and future impact of globalization and</li> </ul>	<p>Introduction to yoga/stretching routine. Show and learn different movements and add them to the daily routine. Discuss the benefits of stretching/yoga.  <b>Activities:</b> Follow the designated workout of the day.  <b>Fitness:</b> Warm-up, cardiovascular, and muscular endurance.</p> <p>Introduction on how to implement full body workout without focusing on one specific muscle group. Show examples.  <b>Activities:</b> Follow the designated workout of the day.  <b>Fitness:</b> Warm-up, cardiovascular, and muscular endurance.</p> <p><b>Interdisciplinary Connections:</b>          MATH          SCI</p> <p><b>New Jersey Student Learning Standards #:</b>          2.2.12.MSC.3          2.2.12.MSC.2          2.2.12.LF.4          2.2.12.LF.5          2.2.12.PF.2          2.2.12.PF.3          2.2.12.PF.5</p>
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	technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections. • 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.	
<b>Safety (2.3)</b> <b>Disciplinary Concept:</b>		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<b>Comprehensive Health and Physical Education Practices</b>		
Acting as responsible and contributing member of society Building and maintaining healthy relationships Communicating clearly and effectively (verbal and nonverbal) Resolving conflict Attending to personal health, emotional, social, and physical well-being Engaging in an active lifestyle Making decisions Managing-self Setting goals		

Using technology tools responsibly		
<b>Social and Emotional Learning: <i>Competencies</i></b>	<b>Social and Emotional Learning: <i>Sub-Competencies</i></b>	
Self-Awareness	<ul style="list-style-type: none"> <li>• Recognize one’s feelings and thoughts</li> <li>• Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> <li>• Recognize one’s personal traits, strengths, and limitations</li> <li>• Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul>	
Self-Management	<ul style="list-style-type: none"> <li>• Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors</li> <li>• Recognize the skills needed to establish and achieve personal and educational goals</li> <li>• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals</li> </ul>	
<b>Assessments (Formative)</b>		<b>Assessments (Summative)</b>

<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><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Do Now</li> <li>Homework</li> <li>Class Participation</li> <li>Portfolio</li> <li>Discussions</li> <li>Quiz</li> <li>Journal writing</li> <li>Group Assessment</li> <li>Group Interaction/Discussion/Computer Research</li> <li>Self and Peer Evaluations</li> </ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>Quiz</li> <li>Exam</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>Pre-Test</li> <li>Oral Presentations</li> <li>Projects</li> <li>Rubric</li> <li>Teacher observation</li> <li>Written Assessments</li> <li>Reflective Paper</li> <li>Group Presentations</li> </ul>	
<b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<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 grouping students together.</p> <p>Provide multiple means of action and expression.</p>	<p>Include a more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.</p>
<b>Supplemental Resources</b>			

<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● Laptop</li> <li>● Chromebook</li> <li>● SmartBoard</li> <li>● Internet Access</li> <li>● Projector</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>● Various Gym Equipment</li> </ul>			
<p><b>Differentiated Student Access to Content:          Recommended <i>Strategies &amp; Techniques</i></b></p>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<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 assignments into segments of shorter tasks.</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>

<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept: Creativity and Innovation</b>	
	<b>Core Ideas:</b>	With a growth mindset, failure is an important part of success.
	<b>Performance Expectation/s:</b>	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.	

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)											
	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
1, 2, 3, 4	Weight Room	45
<b>Mental Health: Emotional and Social Wellness (2.1)</b> <b>Disciplinary Concept:</b>		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit</b>
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<b>Physical Wellness (2.2)</b> <b>Disciplinary Concept:</b> <b>Movement Skills and Concepts</b> <b>Physical Fitness</b> <b>Lifelong Fitness</b>		
<i>Core Ideas:</i>  Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).  The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance.	<i>Performance Expectation:</i>  • 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball). • 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.  • 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g.,	<b>Essential Question/s:</b> How can participating in a strength training program impact my life? What are the components of a comprehensive strength training program? What is strength and why is it important for overall health? How can participation in sports lead to lifetime fitness? Is all movement considered physical activity? How can understanding force and motion improve performance? How does rhythm affect movement skills in various physical activities? How does individual and group assessment improve performance?  <b>Activity Description:</b> Basic fundamentals skills (body weight exercises) in order to participate in weight training activities  Body Weight exercises (squats, sit-ups, push-ups, burpees, lunges).

<p>Individual and team execution requires interaction, respect, effort, and a positive attitude.</p> <p>Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.</p>	<p>creative, cultural, social, aerobics dance, fitness).</p> <ul style="list-style-type: none"> <li>• 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.</li> <li>• 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.</li> <li>• 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.</li> <li>• 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.</li> <li>• 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.</li> <li>• 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).</li> <li>• 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the</li> </ul>	<p>Safety Rules for Weight Room (spatial awareness, have a spotter, warm-up properly, know your limits, train smart, respect equipment, respect others, etc.)</p> <p>Learn the Major Muscle Groups</p> <p>Learn Set/Reps - Time (F.I.T.T. principle) and the concept of planning out your workout routine(s)</p> <p>Learn Hydration</p> <p>Learn about breathing and oxygen's vital role in weight lifting.</p> <p>Activities- Develop a warm-up routine. Target 5 keystone body weight activities that all students should be able to perform before starting to lift weights.</p> <p>Fitness: Dynamic Warm-up, Cardiovascular Endurance, and Muscular Endurance.</p> <p>Basic fundamentals skills (resistance band exercises) in order to participate in weight training.</p> <p>Resistance Band Style Lifts (Major Muscle Groups)</p> <p>Highlight a specific muscle group each day.</p> <p>Demonstrate at least 5 exercises that can be used to target each group.</p> <p>Learn energy systems: carbohydrates, lipids, and proteins (calories)</p> <p>Activities - Perform the exercises demonstrated, following the teachers guided workout program.</p> <p>Basic fundamentals skills (barbell exercises) in order to participate in weight training.</p> <p>Dumbbell Style Lifts (Major Muscle Groups)</p>
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<p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p> <p>Community resources can support a lifetime of wellness to self and family members.</p>	<p>mind and body before, during, and after physical fitness activities.</p> <ul style="list-style-type: none"> <li>• 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.</li> <li>• 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.</li> <li>• 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.</li> <li>• 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.</li> <li>• 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).</li> <li>• 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.</li> </ul>	<p>Highlight a specific muscle group each day.</p> <p>Demonstrate at least 5 exercises that can be used to target each group.</p> <p>Learn about Intensity (F.I.T.T. principle) - Target HR/ Maximum HR - - Heart Health</p> <p>Basic fundamentals skills (resistance band exercises) in order to participate in weight training.</p> <p>Barbell Style Lifts (Major Muscle Groups)</p> <p>Learn about the concept of selecting the specific TYPE (F.I.T.T. principle) of exercising you intend to focus on. (i.e. fitness component goals).</p> <p>Basic fundamentals skills (concentric/eccentric movement) in order to participate in weight training.</p> <p>Explore 4 Day Workout Routine (Pushing/Pulling Muscle Groups)</p> <p>Learn about the idea behind a 4 day split for weight training. Working to understand how to plan out the week in order to perform 2 days of push exercises and 2 days of pull exercises.</p> <p>Learn about the benefits of yoga and static stretching. Discuss the timing of when these styles of fitness should be applied or can be applied.</p> <p>Learn different exercises and movements that enable an individual to increase Flexibility.</p> <p>Basic fundamentals skills (cardiovascular endurance) in order to participate in weight training.</p> <p>Endurance style lifts. CrossFit. H.I.I.T. (High Intensity Interval Training), Tabata, etc.</p> <p>Practice a different routine 3 days out of the week. (Mon./Wed./Fri.</p>
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	<ul style="list-style-type: none"> <li>• 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.</li> <li>• 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.</li> </ul>	<p>Review Core workout routine and Flexibility routines on “off” days (Tuesday/Thursday).</p> <p>Basic fundamentals skills (Full Body Split) in order to participate in weight training.</p> <p>Discuss the idea of performing a full body workout. Review some new fun exercises.</p> <p>Learn about active recovery vs rest.</p> <p>Learn about the benefits of a full body split.</p>
<b>Safety (2.3)</b> <b>Disciplinary Concept:</b>		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	<b>Interdisciplinary Connections:</b> MATH SCI
<b>Comprehensive Health and Physical Education Practices</b>		<b>New Jersey Student Learning Standards #:</b> 2.2.12.MSC.3 2.2.12.MSC.2 2.2.12.LF.4 2.2.12.LF.5 2.2.12.PF.2 2.2.12.PF.3 2.2.12.PF.5
Acting as responsible and contributing member of society  Building and maintaining healthy relationships  Communicating clearly and effectively (verbal and nonverbal)  Resolving conflict  Attending to personal health, emotional, social, and physical well-being  Engaging in an active lifestyle  Making decisions  Managing-self		

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

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>	
<p><b><u>Formative Assessments:</u></b>                      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><b><u>Benchmarks:</u></b>                      Quiz                      Exam</p> <p><b><u>Summative Assessments:</u></b>                      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			
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><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● Laptop</li> <li>● Chromebook</li> <li>● SmartBoard</li> <li>● Internet Access</li> <li>● Projector</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>● Various Gym Equipment</li> </ul>			
<b>Differentiated Student Access to Content:                  Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
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.

	<b>Disciplinary Concept: Creativity and Innovation</b>
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<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Core Ideas:</b>	With a growth mindset, failure is an important part of success.
	<b>Performance Expectation/s:</b>	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.	

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)										
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>



<p>Individual and team execution requires interaction, respect, effort, and a positive attitude.</p> <p>Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.</p>	<p>creative, cultural, social, aerobics dance, fitness).</p> <ul style="list-style-type: none"> <li>• 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.</li> <li>• 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.</li> <li>• 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.</li> <li>• 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.</li> <li>• 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.</li> <li>• 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).</li> <li>• 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the</li> </ul>	<p>Side Step        Power Skip        Walk on Tiptoes        Walk on Heels        Three Side Steps and Sprint</p> <p>Introduction to the Forearm Pass        Practice assuming correct passing "ready" position        Face and focus on the oncoming ball        Hand - in - hand with wrists together        Arms away from body with a good platform, elbows straight, thumbs to the floor</p> <p>Partner Passing        Tosser/Target        Partner is at the attack line and tosser/target is at the net</p> <p>Goal        Pass a prescribed number of balls and then change target with passer        Toss/Target tosses ball underhand to the passer, give target by raising hand above head        As the passer improves, he/she moves back to the middle of the court and then to the end line.        Make five successful passes from each location then switch roles.</p> <p>Game Situation        Pass to teammate with forearm pass over the net.</p> <p>Review Forearm Pass        Partner Passing        Correct Position        Passer is at attack line and tosser/target at the net        Pass a prescribed number of balls and then change target with passer        Pass the ball over the net with control</p> <p>Introduction to Setting (Overhead Pass)        Assume setting position        Form triangle with fingers        Thumbs around the ball above forehead        Elbows are slightly forward        Right foot slightly forward (if right handed)</p> <p>Partner Passing</p>
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<p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p> <p>Community resources can support a lifetime of wellness to self and family members.</p>	<p>mind and body before, during, and after physical fitness activities.</p> <ul style="list-style-type: none"> <li>• 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.</li> <li>• 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.</li> <li>• 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.</li> <li>• 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.</li> <li>• 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).</li> <li>• 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.</li> </ul>	<p>Same drill as with forearm pass; however , ball is tossed so that the passer receives it overhead              Toss to yourself, then pass to partner              Toss with a bounce              Pass without a bounce</p> <p>Game Situation              Pass to teammate and forearm or set the ball over the net</p> <p>Review Forearm Pass              Partner Passing              Correct arm and wrist position              Good platform, thumbs down to the floor              Passing in close over the net with control              Two Touch              Forearm pass to oneself, then to partner over the net</p> <p>Review Setting              Setting position - good technique              Partner Passing              Ball is tossed so the passer receives the ball overhead              Setter is at the attack line, tosser/target is at the net              After 5 successful sets, setter moves to the middle of the court, then proceed to the end line              Rotate setter to tosser/target</p> <p>Introduce The Serve              Demonstrate and introduce the underhand serve (low skilled) and the floater serve              Partner Serving              Stress the contact of the ball              Correct footwork              Serve in close to the net, middle of the net, end line</p> <p>Game Situation              Play using the short court              Serve over the net              Receiving team uses 3 passes to return the ball</p> <p>Review Forearm Pass              Partner Passing</p>
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	<ul style="list-style-type: none"> <li>• 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.</li> <li>• 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.</li> </ul>	<p>One touch over the net                  Two touches over the net                  Review Setting (Overhead Pass)                  Emphasize good technique                  Partner Passing                      Overhead Pass using one touch over the net                      Two touches - one to yourself and then one to your partner                  Review Serving                      Underhand serve (low skilled) and floater serve (more advanced)                      Partners                          Serve in close, then to the middle of the court, then to the end line                          Serve 5 from each area</p>
<p><b>Safety (2.3)</b>  <b>Disciplinary Concept:</b></p>		<p>Introduce Spiking                  Demonstrate arm swing and spiking motion                  Hitter performs motion and strikes the ball</p>
<p><i>Core Ideas:</i></p>	<p><i>Performance Expectation:</i></p>	<p>Keep the elbow up by one's ear                  Hitter follows hit, shags ball and goes to the end of the end                  Game Situation                      Short Court - include serving and using 3 contacts to get the ball over the net</p>
<p><b>Comprehensive Health and Physical Education Practices</b></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>Review Forearm Pass and Setting                  Stress good platform for the forearm pass                  Stress follow thru on the overhead pass                  Partner Passing                      4 students to a group                      2 on each side of the net                          Work as a team                          Two touch over the net                          Use forearm and overhead pass                  Team Concept Introduce The Rotation                      Set up 6 students on each side of the net                      3 in the front row (LF, M, RF)                      3 in the back row ( LB, MB, RB)                      Right Back (RB) position serves the ball over the net                      Three contacts to return the ball</p>



		<p>Game Situation                  Team Concept                  Review rotation                  6 on 6                  Passing, Setting, Hitting and Blocking                  25 points</p> <p><b>Interdisciplinary Connections:</b>                  MATH                  SCI</p> <p><b>New Jersey Student Learning Standards #:</b>                  2.2.12.MSC.3                  2.2.12.MSC.2                  2.2.12.LF.4                  2.2.12.LF.5                  2.2.12.PF.2</p>
<p align="center"><b>Assessments (Formative)</b>  <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center"><b>Assessments (Summative)</b>  <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b>Formative Assessments:</b>                  Teacher Observation</p>		<p><b>Benchmarks:</b>                  Quiz</p>

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

<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
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**

<b>Technology:</b> <ul style="list-style-type: none"> <li>● Laptop</li> <li>● Chromebook</li> <li>● SmartBoard</li> <li>● Internet Access</li> </ul>
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- Projector
- Technology:**
- Volleyballs
  - Volleyball Nets

**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.

<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept: Creativity and Innovation</b>	
	<b><i>Core Ideas:</i></b>	With a growth mindset, failure is an important part of success.
	<b><i>Performance Expectation/s:</i></b>	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>
	<p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)											
X	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>		Erin's Law: <i>A-769/S-1130</i>

Marking Period	Unit Title	Recommended Instructional Days
1, 2, 3, 4	Basketball	45
<b>Mental Health: Emotional and Social Wellness (2.1)</b> <b>Disciplinary Concept:</b>		<b>Recommended Activities, Investigations,            Interdisciplinary Connections, and/or Student            Experiences to Explore NJSLS-CHPE within Unit</b>
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<b>Physical Wellness (2.2)</b> <b>Disciplinary Concept:</b> <b>Movement Skills and Concepts</b> <b>Physical Fitness</b> <b>Lifelong Fitness</b>		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	<b><u>Essential Question/s:</u></b> What components of fitness does basketball encompass? What do balance, coordination, and flexibility have to do with the concepts and performance of basketball? How can basketball increase the fitness level of each individual? What are the skills needed to advance in basketball? What positioning is needed to rebound the ball? What are the different types of shots in basketball? What is offensive strategy? What is defensive strategy? What are the skills needed in order to be a good teammate? How can participation in sports lead to lifetime fitness? Is all movement considered physical activity? How can understanding force and motion improve performance? How does rhythm affect movement skills in various physical activities? How does individual and group assessment improve performance?  <b><u>Activity Description:</u></b>
<p>Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).</p> <p>The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance.</p>	<ul style="list-style-type: none"> <li>• 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).</li> <li>• 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</li> <li>• 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g.,</li> </ul>	

<p>Individual and team execution requires interaction, respect, effort, and a positive attitude.</p> <p>Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.</p>	<p>creative, cultural, social, aerobics dance, fitness).</p> <ul style="list-style-type: none"> <li>• 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.</li> <li>• 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.</li> <li>• 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.</li> <li>• 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.</li> <li>• 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.</li> <li>• 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).</li> <li>• 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the</li> </ul>	<p>Basic fundamentals skills (dribble, pass, shot selection) in order to participate in game play.</p> <p>Different shooting types (layup and foul shot).</p> <p>Court boundaries the baseline, sideline, and half court line. Game violations/penalties (traveling, double dribble).</p> <p>Safety rules and Sportsmanship</p> <p>Activities- Shooting Drills and Dribbling Drills</p> <p>Fitness: Dynamic stretch</p> <p>Basic fundamentals Drills (dribble, pass, shot selection) in order to participate in game play.</p> <p>Shot selection (layup, jump shot, foul shot ).</p> <p>Offense spacing and on ball defensive.</p> <p>Game violations/penalties (traveling, double dribble, fouling, charging, carrying) during game play.</p> <p>Safety rules and Sportsmanship</p> <p>Activities - Knockout, 2-ball, Shooting Drills, and Dribbling Drills</p> <p>Fitness: Dynamic stretch, Plyometric drills</p> <p>Basic fundamentals Drills (dribble, pass, shot selection) in order to participate in game play.</p> <p>Shot selection (layup, jump shot, foul shot, 3 point shot).</p> <p>Ball movement on offense and defensive positioning.</p>
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<p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p> <p>Community resources can support a lifetime of wellness to self and family members.</p>	<p>mind and body before, during, and after physical fitness activities.</p> <ul style="list-style-type: none"> <li>• 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.</li> <li>• 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.</li> <li>• 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.</li> <li>• 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.</li> <li>• 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).</li> <li>• 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.</li> <li>• 2.2.12.LF.7: Analyze the current and future impact of globalization and</li> </ul>	<p>Game violations/penalties (traveling, double dribble, charging, carrying and different types of fouls) during game play.</p> <p>Safety rules and Sportsmanship</p> <p>Activities- 1 on 1 half court, Knockout, 2-ball, Shooting Drills, and Dribbling Drills</p> <p>Fitness: Dynamic stretch, agility drills</p> <p>Basic fundamentals Drills (dribble, pass, shot selection) in order to participate in game play.</p> <p>Shot selection (layup, jump shot, foul shot, 3 point shot).</p> <p>Ball movement and spacing on offense and on ball defensive and defensive positioning.</p> <p>Game violations/penalties (traveling, double dribble, charging, carrying and different types of fouls) during game play.</p> <p>Safety rules and Sportsmanship</p> <p>Activities - 1 on 1 half court, 2 on 2 half court, Knockout, Dribble Knockout, Hot Spot Competition , 2-ball, Shooting Drills, and Dribbling Drills</p> <p>Fitness: Dynamic stretch, functional basketball strength exercises</p> <p>Intermediate fundamentals Drills (dribble, pass, shot selection) in order to participate in game play.</p> <p>Shot selection (layup, jump shot, foul shot, 3 point shot, shooting off the dribble).</p> <p>Ball movement, spacing, and cutting on offense, and defensive positioning and on ball defensive.</p>
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	technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections. • 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.	Game violations/penalties (traveling, double dribble, charging, carrying, different types of fouls) during game play.  Activities- 2 on 2 half court, 3 on 3 half court, transition offense and defense drills, Knockout, Dribble Knockout, Hot Spot Competition, Team shooting Competition, 2-ball, Shooting Drills, and Dribbling Drills  Fitness: Dynamic stretch, functional basketball core exercises  Intermediate fundamentals Drills (dribble, pass, shot selection) in order to participate in game play.
<b>Safety (2.3) Disciplinary Concept:</b>		Shot selection (layup, jump shot, foul shot, 3 point shot, shooting off the dribble).
<b>Core Ideas:</b>	<b>Performance Expectation:</b>	Ball movement, spacing, screening, and cutting on offense, and defensive positioning and on ball defensive.
<b>Comprehensive Health and Physical Education Practices</b>		Game violations/penalties (traveling, double dribble, charging, carrying, different types of fouls) during game play.
Acting as responsible and contributing member of society	Building and maintaining healthy relationships	Activities- 3 on 3 half court, transition offense and defense drills, Knockout, Dribble Knockout, Hot Spot Competition, Team shooting Competition, 2-ball, Shooting Drills, and Dribbling Drills
Communicating clearly and effectively (verbal and nonverbal)	Resolving conflict	Fitness: Dynamic stretch, functional basketball core exercises, agility drills, and plyometric drills
Attending to personal health, emotional, social, and physical well-being	Engaging in an active lifestyle	Intermediate fundamentals Drills (dribble, pass, shot selection) in order to participate in game play.
Making decisions	Managing-self	Shot selection ( different types of layup, jump shot, foul shot, 3 point shot, shooting off the dribble).
Setting goals		Ball movement, spacing, screening, and cutting on offense, and defensive positioning, boxing out, and on ball defensive.

Using technology tools responsibly		<p>Game violations/penalties (traveling, double dribble, charging, carrying, different types of fouls) during game play.</p> <p>Activities- full court 5 on 5, transition offense and defense drills, Knockout, Dribble Knockout, Hot Spot Competition, Team shooting Competition, 2-ball, Shooting Drills, and Dribbling Drills</p> <p>Fitness: Dynamic stretch, functional basketball core exercises, agility drills, and plyometric drills</p>
<b>Social and Emotional Learning: Competencies</b>	<b>Social and Emotional Learning: Sub-Competencies</b>	<p>Intermediate fundamentals Drills (dribble, pass, shot selection) in order to participate in game play.</p>
Self-Awareness	<ul style="list-style-type: none"> <li>• Recognize one’s feelings and thoughts</li> <li>• Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> <li>• Recognize one’s personal traits, strengths, and limitations</li> <li>• Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul>	<p>Shot selection ( different types of layup, jump shot, foul shot, 3 point shot, shooting off the dribble).</p> <p>Pick and roll, ball movement, spacing, screening, and cutting on offense, and defensive positioning, boxing out, and on ball defense.</p> <p>Game violations/penalties (traveling, double dribble, charging, carrying, different types of fouls, 3 second, and 5 second violations) during game play.</p>
Self-Management	<ul style="list-style-type: none"> <li>• Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors</li> <li>• Recognize the skills needed to establish and achieve personal and educational goals</li> <li>• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals</li> </ul>	<p>Activities- Full court 5 on 5 tournament</p> <p>Fitness: Dynamic stretch</p> <p><b>Interdisciplinary Connections:</b>          MATH          SCI</p> <p><b>New Jersey Student Learning Standards #:</b>          2.2.12.MSC.3          2.2.12.MSC.2          2.2.12.LF.4          2.2.12.LF.5          2.2.12.PF.2</p>

<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<b><u>Formative Assessments:</u></b> Teacher Observation Do Now Homework Class Participation Portfolio Discussions Quiz Journal writing Group Assessment Group Interaction/Discussion/Computer Research Self and Peer Evaluations		<b><u>Benchmarks:</u></b> Quiz Exam  <b><u>Summative Assessments:</u></b> Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments Reflective Paper Group Presentations	
<b>Differentiated Student Access to Content:                  Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources</b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>

<b><i>IEP/504/At-Risk/ESL</i></b>			
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.
<b>Supplemental Resources</b>			
<b>Technology:</b> <ul style="list-style-type: none"> <li>● Laptop</li> <li>● Chromebook</li> <li>● SmartBoard</li> <li>● Internet Access</li> <li>● Projector</li> </ul> <b>Other:</b> <ul style="list-style-type: none"> <li>● Basketballs</li> <li>● Basketball Nets</li> <li>● Cones</li> </ul>			
<b>Differentiated Student Access to Content:                  Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
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	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations,	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based

including DVD's pamphlets and handouts.	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.	including use of online bilingual dictionaries, and modified assessment and/or rubric.	extension activities, and connect students to related talent development opportunities.
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<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept: Creativity and Innovation</b>	
	<b>Core Ideas:</b>	With a growth mindset, failure is an important part of success.
	<b>Performance Expectation/s:</b>	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.	

New Jersey Legislative Statutes and Administrative Code  
 (place an "X" before each law/statute if/when present within the curriculum map)

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A.</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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Bayonne Board of Education  
Comprehensive Health and Physical Education  
Grade: 9-12

Dev. Date:  
9/20

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		<i>18A:35-28</i>							
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Marking Period	Unit Title	Recommended Instructional Days
1, 2, 3, 4	Ice Skating	45
<b>Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept:</b>		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit</b>
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<b>Physical Wellness (2.2) Disciplinary Concept: Movement Skills and Concepts Physical Fitness Lifelong Fitness</b>		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<p>Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).</p> <p>The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance.</p>	<p><b>• 2.2.12.MSC.1:</b> Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).</p> <p><b>• 2.2.12.MSC.2:</b> Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</p> <p><b>• 2.2.12.MSC.3:</b> Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g.,</p>	<p><b><u>Essential Question/s:</u></b>                  What is the importance of tying my skates properly?                  What is the proper way to skate going forward using hockey skates/figure skates?                  What part of the foot should be used to push off?                  What is the proper form for skating backwards?                  What should my hips do while skating backwards?                  What shape should my feet make when skating backwards?                  What is the proper form for stopping while skating?                  What are the different methods of stopping?                  What do I want to avoid when stopping?                  Why is it important that I learn how to stop?                  How can participation in sports lead to lifetime fitness?                  Is all movement considered physical activity?                  How can understanding force and motion improve performance?                  How does rhythm affect movement skills in various physical activities?                  How does individual and group assessment improve performance?                  What contributions have African American athletes such as Debi Thomas, Ryan Reaves, and Shani Davis made to sports?</p>

<p>Individual and team execution requires interaction, respect, effort, and a positive attitude.</p> <p>Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.</p>	<p>creative, cultural, social, aerobics dance, fitness).</p> <ul style="list-style-type: none"> <li>• 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.</li> <li>• 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.</li> <li>• 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.</li> <li>• 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.</li> <li>• 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.</li> <li>• 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).</li> <li>• 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the</li> </ul>	<p>What contributions have LGBTQ athletes such as Adam Ripon and Brittany Bowe made to skating?</p> <p><b><u>Activity Description:</u></b></p> <p><b>Safety, Balance, Falling, and Familiarity With Rink</b>        Students learn how to size and tie skates properly, brace while falling, balance on skates while stationary, and use certain areas of ice surface/rink to balance while moving.</p> <p><b>Balance, Mobility, Forward Skating, and Base Fitness Levels</b>        Students will continue to learn how to balance (two feet and one foot), complete timed fitness tests, learn the basics of skating forward, and use markings on the ice for base skill tests.</p> <p><b>Forward Skating, Fitness Testing, and Turning</b>        Students will continue to learn forward skating skills along with fitness testing, and begin learning how to shift body weight to turn</p> <p><b>Forward Skating and Turning</b>        Students will continue to improve forward skating skills, turning by shifting body weight, and begin crossing one foot in front of the other to turn</p> <p><b>Turning, Backwards Skating, and Fitness Testing</b>        Students will continue practicing how to turn by using body weight and crossovers using cones and ice markings, start to practice skating backwards, and compare fitness levels with base tests taken in week 2</p> <p><b>Backwards Skating, Turning While Skating Backwards, and Stopping</b>        Students will continue to practice backwards skating while also beginning to incorporate wide turns while skating backwards utilizing markings on the ice</p>
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<p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p> <p>Community resources can support a lifetime of wellness to self and family members.</p>	<p>mind and body before, during, and after physical fitness activities.</p> <ul style="list-style-type: none"> <li>• 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.</li> <li>• 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.</li> <li>• 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.</li> <li>• 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.</li> <li>• 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).</li> <li>• 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.</li> <li>• 2.2.12.LF.7: Analyze the current and future impact of globalization and</li> </ul>	<p>and cones. Students will start learning how to stop while skating using V-stop and/or hockey stop.</p> <p>Backwards Turning and Stopping              Students will continue to practice backwards turns and stopping. Students will be challenged to stop in shorter distances as they become more comfortable with the skill.</p> <p>Fitness and Skill Testing              Students will complete various skill tests and complete a final fitness test to compare with the week 2 base test.</p> <p>Discuss the contributions African American athletes such as Debi Thomas, Ryan Reaves, and Shani Davis made to sports. (<i>Amistad Law: N.J.S.A. 18A 52:16A-88</i>)</p> <p>Discuss the contributions have LGBTQ athletes such as Adam Ripon and Brittany Bowe made to sports. (<i>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35</i>)</p> <p><b>Interdisciplinary Connections:</b>              MATH              SCI              SS</p> <p><b>New Jersey Student Learning Standards #:</b>              2.2.12.MSC.3              2.2.12.MSC.2              2.2.12.LF.4              2.2.12.LF.5              2.2.12.PF.2</p>
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	<p>technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.</p> <ul style="list-style-type: none"> <li>• 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.</li> </ul>	
<b>Safety (2.3)</b> <b>Disciplinary Concept:</b>		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<b>Comprehensive Health and Physical Education Practices</b>		
<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>		

Using technology tools responsibly		
<b>Social and Emotional Learning: <i>Competencies</i></b>	<b>Social and Emotional Learning: <i>Sub-Competencies</i></b>	
Self-Awareness	<ul style="list-style-type: none"> <li>• Recognize one’s feelings and thoughts</li> <li>• Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> <li>• Recognize one’s personal traits, strengths, and limitations</li> <li>• Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul>	
Self-Management	<ul style="list-style-type: none"> <li>• Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors</li> <li>• Recognize the skills needed to establish and achieve personal and educational goals</li> <li>• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals</li> </ul>	
<b>Assessments (Formative)</b>		<b>Assessments (Summative)</b>

<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><b><u>Formative Assessments:</u></b>                  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><b>Other:</b>                  Ice Skates</p>		<p><b><u>Benchmarks:</u></b>                  Quiz                  Exam</p> <p><b><u>Summative Assessments:</u></b>                  Pre-Test                  Oral Presentations                  Projects                  Rubric                  Teacher observation                  Written Assessments                  Reflective Paper                  Group Presentations</p>	
<b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<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 video'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 grouping students together.</p> <p>Provide multiple means of action and expression.</p>	<p>Include a more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.</p>

**Supplemental Resources**

**Technology:**

- Laptop
- Chromebook
- SmartBoard
- Internet Access
- Projector

**Other:**

- Ice Skates

**Differentiated Student Access to Content:  
 Recommended *Strategies & Techniques***

<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
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.

<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept: Creativity and Innovation</b>	
	<b>Core Ideas:</b>	With a growth mindset, failure is an important part of success.
	<b>Performance Expectation/s:</b>	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.	

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)											
X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	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>	X	Standards in Action: <i>Climate Change</i>	X	Erin's Law: <i>A-769/S-1130</i>

Marking Period	Unit Title	Recommended Instructional Days
1,2,3,4	Ultimate Games	40
<b>Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept:</b>		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit</b>
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<b>Physical Wellness (2.2) Disciplinary Concept:</b>		
<p><i>Core Ideas:</i>                      Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).</p> <p>The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance.</p>	<p><i>Performance Expectation:</i></p> <ul style="list-style-type: none"> <li>• 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).</li> <li>• 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</li> <li>• 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).</li> </ul>	<p><b><u>Essential Question/s:</u></b></p> <p>Pickleball:                      What are the basic rules and objectives of pickleball?                      What are the essential skills and techniques needed to play pickleball effectively?                      How can we apply basic strategies and tactics to improve our pickleball game?                      How has pickleball impacted the participation and representation of African Americans in recreational and competitive sports, and what strategies can be implemented to promote inclusivity and diversity within the sport?</p> <p>Pickleminton:                      What are the basic rules and objectives of Pickleminton?                      What are the essential skills and techniques needed to play Pickleminton effectively?                      How can strategy and tactics be applied in Pickleminton to gain a competitive advantage?</p> <p>Badminton:                      What are the basic techniques for serving and returning the shuttlecock?                      What are the rules and scoring system of badminton?</p>

<p>Individual and team execution requires interaction, respect, effort, and a positive attitude.</p> <p>Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.</p>	<ul style="list-style-type: none"> <li>• 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.</li> <li>• 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.</li> <li>• 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.</li> <li>• 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.</li> <li>• 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.</li> <li>• 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).</li> <li>• 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.</li> </ul>	<p>What are some basic strategies for positioning and movement during a badminton game?</p> <p>Spikeball:        What are the basic rules and objectives of Spikeball?        What are the essential skills and techniques for playing Spikeball effectively?        How can teamwork and strategy enhance success in Spikeball?</p> <p>Archery:        What are the basic safety rules and procedures for archery?        What are the key components of proper archery form and technique?        How can we practice and improve our accuracy in archery?</p> <p>Cornhole:        What is the Objective of Cornhole?        What Techniques Can Improve Accuracy and Distance?        How Can Teamwork and Sportsmanship Enhance the Cornhole Experience?</p> <p>Biking:        What are the basic principles of bike safety?        How do you properly adjust and operate a bicycle?        What are the basic riding skills and maneuvers?</p> <p>Kubb:        What are the rules and objectives of Kubb?        What strategies can be used to win at Kubb?        How does teamwork and communication contribute to success in Kubb?</p> <p>KanJam:        What Techniques Can Improve Accuracy and Control in KanJam Throws?        How Can Communication and Teamwork Enhance Performance in KanJam?        What Strategies Can Help Adapt to Different Game Situations and Opponents in KanJam?</p> <p>Molky:        What Is the Optimal Throwing Technique for Accuracy and Precision?        How Can Strategic Decision-Making Improve Gameplay?</p>
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<p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p> <p>Community resources can support a lifetime of wellness to self and family members.</p>	<ul style="list-style-type: none"><li>• 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.</li><li>• 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.</li><li>• 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.</li><li>• 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.</li><li>• 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).</li><li>• 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.</li><li>• 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming,</li></ul>	<p>How Does Collaboration and Communication Contribute to Success in Mōlkky? How can we create an inclusive and welcoming environment for LGBTQ+ students while playing Mōlkky, and how does understanding diverse identities contribute to our enjoyment and appreciation of this game?</p> <p><b><u>Activity Description:</u></b></p> <p>Pickleball</p> <p>Week 1: Introduction to Pickleball/Fundamental Skills Development</p> <ul style="list-style-type: none"><li>• Day 1: Introduction to Pickleball (Rules, Equipment, Court Dimensions); Pickleball Grip and Ready Position; Serving Techniques (Underhand Serve)</li><li>• Historical Context: Research and discussion on the origins of pickleball and its evolution as a recreational and competitive sport.</li><li>• Representation and Diversity: Group discussions and presentations on the current state of diversity and representation within pickleball, with a focus on African American participation. (Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>)</li><li>• Barriers Analysis: Small group activities to identify and analyze potential barriers to African American participation in pickleball, such as access to facilities, equipment, and cultural perceptions.</li><li>• Inclusivity Strategies: Brainstorming sessions and role-playing exercises to generate ideas for promoting inclusivity, diversity, and accessibility within the sport.</li><li>• Community Engagement: Outreach projects or partnerships with local organizations to introduce pickleball to diverse communities and provide opportunities for participation.</li><li>• Day 2: Practice Drills: Serving Accuracy and Placement</li><li>• Day 3: Forehand and Backhand Groundstrokes; Volleys and Dinking Techniques</li><li>• Day 4: Footwork and Court Positioning</li></ul>
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	outdoor adventure, viewing sports, and social and emotional connections. • 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.	<ul style="list-style-type: none"> <li>Day 5: Practice Drills: Rallying and Control Skills</li> </ul> Week 2: Strategy and Gameplay/Tournament
<b>Safety (2.3)                  Disciplinary Concept:</b>		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	<ul style="list-style-type: none"> <li>Day 1: Offensive Strategies (Placement Shots, Attacking the Net); Defensive Strategies (Covering the Court, Blocking Shots)</li> <li>Day 2: Doubles Play and Communication</li> <li>Day 3: Practice Drills: Game Situations and Strategy Implementation</li> <li>Day 4: Pickleball Tournament (Round-Robin Format)</li> <li>Day 5: Pickleball Tournament (Continued)</li> </ul> Assessment: <ul style="list-style-type: none"> <li>Participation and Engagement in Skill Development Activities</li> <li>Performance in Practice Drills and Game Situations</li> <li>Sportsmanship, Communication, and Teamwork during Gameplay</li> <li>Written Test on Pickleball Rules, Techniques, and Strategies</li> <li>Practical Skills Evaluation (Demonstrating Serve, Groundstrokes, Volleys, etc.)</li> </ul>
<b>Comprehensive Health and Physical Education Practices</b>		
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		Pickleminton:  Day 1-2: Introduction to Pickleminton <ul style="list-style-type: none"> <li>Overview of Pickleminton: history, rules, and objectives</li> <li>Explanation of court dimensions, net height, and equipment</li> <li>Demonstration of basic racket skills: grip, stance, and swing</li> <li>Practice drills for forehand and backhand strokes</li> </ul> Day 3-4: Serving and Return Techniques <ul style="list-style-type: none"> <li>Focus on serving techniques: underhand serve and overhead serve</li> <li>Practice serving accuracy and placement drills</li> <li>Introduction to return techniques: volleying and smashing</li> </ul>

Setting goals	<ul style="list-style-type: none"> <li>● Partner drills for practicing serves and returns</li> </ul> Day 5-6: Gameplay Strategies and Tactics
<b>Social and Emotional Learning:                  Competencies</b>	<b>Social and Emotional Learning:                  Sub-Competencies</b>
Self-Awareness	<ul style="list-style-type: none"> <li>● Recognize one’s feelings and thoughts</li> <li>● Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> <li>● Recognize one’s personal traits, strengths, and limitations</li> <li>● Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul> Day 7-8: Skill Development and Game Improvement
Self-Management	<ul style="list-style-type: none"> <li>● Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors</li> <li>● Recognize the skills needed to establish and achieve personal and educational goals</li> <li>● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals</li> </ul> Day 9-10: Pickleminton Tournament
	<ul style="list-style-type: none"> <li>● Review of scoring system and rules of play</li> <li>● Discussion of positioning, movement, and shot selection</li> <li>● Introduction to gameplay strategies: offense, defense, and transitions</li> <li>● Small-sided games and scrimmage to apply tactics in gameplay situations</li> </ul> <ul style="list-style-type: none"> <li>● Rotational stations for skill development: serving, volleying, smashing, and footwork</li> <li>● Individualized feedback and coaching on technique and strategy</li> <li>● Peer assessment and self-reflection on areas for improvement</li> </ul> <ul style="list-style-type: none"> <li>● Organize a Pickleminton tournament with round-robin or bracket format</li> <li>● Emphasis on fair play, sportsmanship, and teamwork</li> <li>● Celebration of students' progress and achievements</li> <li>● Reflection and discussion on the unit's learning outcomes and personal growth</li> </ul> Assessment:
	<ul style="list-style-type: none"> <li>● Formative assessments: Observation of skill execution during drills and gameplay, participation in activities, and engagement in discussions.</li> </ul>

		<ul style="list-style-type: none"><li>● Summative assessment: Performance in the Pickleminton tournament, including application of skills, understanding of rules, teamwork, and sportsmanship.</li></ul> <p>Badminton:</p> <p>Day 1: Introduction and Overview</p> <ul style="list-style-type: none"><li>● Introduction to the unit and objectives.</li><li>● Brief history and rules of badminton.</li><li>● Safety guidelines and equipment overview.</li><li>● Warm-up: Dynamic stretches and jogging.</li><li>● Demonstration of basic grips and footwork.</li></ul> <p>Day 2: Grip and Racquet Skills</p> <ul style="list-style-type: none"><li>● Review of basic grips (forehand grip, backhand grip).</li><li>● Practice gripping the racquet correctly.</li><li>● Racquet handling skills: Forehand and backhand swings.</li><li>● Drills: Partner rallies focusing on racquet control.</li></ul> <p>Day 3: Footwork and Court Movement</p> <ul style="list-style-type: none"><li>● Introduction to basic footwork patterns (split-step, side shuffle).</li><li>● Practice footwork drills: Forward/backward movement, side-to-side movement.</li><li>● Incorporate footwork into hitting drills: Moving to the shuttlecock.</li><li>● Small group drills focusing on footwork and positioning.</li></ul> <p>Day 4: Serving Technique</p> <ul style="list-style-type: none"><li>● Overview of serving rules and techniques.</li><li>● Demonstration of proper serving technique (underhand serve).</li><li>● Practice serving from different areas of the court.</li></ul>
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		<ul style="list-style-type: none"><li>• Peer feedback and correction on serving technique.</li></ul> <p>Day 5: Net Play and Net Shots</p> <ul style="list-style-type: none"><li>• Introduction to net play techniques: Net shots and net clears.</li><li>• Demonstration of proper net shot technique.</li><li>• Practice net shots and net clears with a partner.</li><li>• Game-like drills incorporating net play skills.</li></ul> <p>Week 2: Skill Development and Gameplay</p> <p>Day 6: Smash Technique</p> <ul style="list-style-type: none"><li>• Overview of the smash shot and its importance in badminton.</li><li>• Demonstration of proper smash technique (forehand smash, backhand smash).</li><li>• Practice smashes against a wall or with a partner.</li><li>• Drills to improve smash power and accuracy.</li></ul> <p>Day 7: Doubles Strategy and Communication</p> <ul style="list-style-type: none"><li>• Introduction to doubles positioning and strategy.</li><li>• Demonstration of defensive and offensive doubles formations.</li><li>• Practice doubles drills focusing on communication and teamwork.</li><li>• Discussion on the importance of communication in doubles play.</li></ul> <p>Day 8: Game Play: Singles Matches</p> <ul style="list-style-type: none"><li>• Review of singles match rules and scoring.</li><li>• Students play singles matches against each other.</li><li>• Emphasis on applying skills learned throughout the unit.</li><li>• Teacher provides feedback and guidance during gameplay.</li></ul> <p>Day 9: Game Play: Doubles Matches</p>
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- Review of doubles match rules and positioning.
- Students form doubles teams and play matches.
- Focus on communication, teamwork, and strategy.
- Teacher observes and provides feedback on doubles play.

Day 10: Tournament and Reflection

- Class tournament: Singles and doubles matches.
- Students compete in a friendly tournament format.
- Reflection: Discuss personal progress and areas for improvement.
- Cool-down: Stretching and cooldown activities.

Spikeball:

Day 1: Introduction to Spikeball

- Welcome students and provide an overview of the Spikeball unit.
- Explain the objectives and expectations for the unit.
- Spikeball Basics; Demonstrate how to set up the Spikeball net and explain the dimensions of the playing area.
- Discuss the basic rules of Spikeball, including serving, hitting, and scoring.
- Skill Development; Lead students through basic skill drills, such as serving, hitting, and passing.
- Provide feedback and guidance to help students improve their technique.
- Gameplay: Divide students into small groups and allow them to practice playing Spikeball matches.
- Rotate groups to ensure everyone has an opportunity to play.
- Reflection: Lead a class discussion on students' experiences with Spikeball.
- Encourage students to share their observations, challenges, and successes.

Day 2: Spikeball Fundamentals

Objective: Reinforce fundamental Spikeball skills and introduce advanced techniques.

- Review the basic rules and skills of Spikeball from the previous day's lesson.
- Advanced Skill Development: Introduce advanced Spikeball techniques, such as drop shots, serves with spin, and defensive positioning.
- Demonstrate proper execution of each technique and provide opportunities for students to practice.
- Strategy Discussion: Discuss strategies for effective gameplay, including communication, positioning, and teamwork.
- Emphasize the importance of anticipation and reading opponents' movements.
- Gameplay: Divide students into pairs or small groups and have them play Spikeball matches.
- Encourage students to apply the skills and strategies they've learned.
- Reflection: Facilitate a group reflection on the day's activities.
- Ask students to identify areas of improvement and strategies they plan to use in future matches.

Day 3: Spikeball Tournament Preparation

Objective: Prepare students for a Spikeball tournament by refining skills and strategies.

- Lead students through a dynamic warm-up routine to prepare their bodies for physical activity.
- Skill Refinement: Review and refine Spikeball skills and techniques, focusing on areas identified by students as needing improvement.
- Provide individualized feedback and guidance to help students progress.
- Tournament Format: Explain the format and rules of the upcoming Spikeball tournament.
- Discuss strategies for success in tournament play, such as pacing oneself, staying focused, and adapting to opponents' tactics.
- Tournament Practice: Organize a mock tournament or series of practice matches to simulate tournament conditions.
- Rotate pairs or teams to ensure everyone has an opportunity to compete.

		<ul style="list-style-type: none"><li>● Reflection: Lead a debriefing session to gather students' thoughts and reflections on the tournament preparation.</li><li>● Encourage students to share their insights and strategies for success.</li></ul> <p>Day 4: Spikeball Tournament</p> <p>Objective: Apply skills and strategies in a competitive Spikeball tournament.</p> <ul style="list-style-type: none"><li>● Tournament Setup: Set up the Spikeball courts and organize the tournament brackets or schedule.</li><li>● Tournament Matches: Facilitate the Spikeball tournament, allowing students to compete against their classmates.</li><li>● Encourage fair play, good sportsmanship, and teamwork throughout the tournament.</li><li>● Final Matches: Host championship matches or finals to determine the tournament winners.</li><li>● Recognize and celebrate the achievements of the top-performing teams.</li><li>● Reflection: Conclude the tournament with a reflection session.</li><li>● Invite students to share their thoughts on the tournament experience, including lessons learned, memorable moments, and areas for improvement.</li></ul> <p>Day 5: Spikeball Review and Assessment</p> <p>Objective: Review key concepts and skills from the Spikeball unit and assess student learning.</p> <ul style="list-style-type: none"><li>● Review Session: Review key rules, skills, and strategies of Spikeball through a brief review activity or quiz. Address any lingering questions or misconceptions.</li><li>● Skill Assessment: Administer a skill assessment to evaluate students' proficiency in Spikeball techniques, such as serving, hitting, and positioning. Provide feedback and guidance based on students' performance.</li><li>● Gameplay and Practice: Allow students to participate in open gameplay or practice sessions to reinforce their skills and strategies.</li><li>● Reflection and Closure: Lead a final reflection on the Spikeball unit, asking students to share their overall impressions, challenges, and takeaways.</li></ul>
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		<p>Provide closure to the unit by highlighting students' progress and growth throughout the lessons.</p> <p>Archery</p> <p>Day 1: Introduction to Archery</p> <ul style="list-style-type: none"><li>● Introduction to safety rules and equipment (bows, arrows, arm guards, finger tabs).</li><li>● Demonstration of proper shooting technique (stance, grip, draw, aim, release).</li><li>● Practice with a basic target setup at close range.</li><li>● Brief discussion on the history and significance of archery.</li></ul> <p>Day 2: Fundamentals of Shooting</p> <ul style="list-style-type: none"><li>● Review safety rules and equipment inspection.</li><li>● Warm-up exercises to improve upper body strength and flexibility.</li><li>● Focus on proper shooting form and technique.</li><li>● Guided practice sessions with instructor feedback.</li><li>● Introduction to scoring and keeping track of points.</li></ul> <p>Day 3: Shooting Accuracy and Consistency</p> <ul style="list-style-type: none"><li>● Review safety procedures and equipment check.</li><li>● Target practice at varying distances to improve accuracy.</li><li>● Drills and exercises to develop consistency in shooting technique.</li><li>● Individual and small group coaching sessions.</li><li>● Peer feedback and self-assessment on shooting performance.</li></ul> <p>Day 4: Advanced Techniques and Adjustments</p> <ul style="list-style-type: none"><li>● Review safety protocols and equipment inspection.</li></ul>
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		<ul style="list-style-type: none"><li>● Introduction to advanced shooting techniques (anchor points, aiming methods).</li><li>● Practice drills for adjusting aim and dealing with environmental factors (wind, sunlight).</li><li>● Individualized coaching to address specific challenges and areas for improvement.</li><li>● Discussion on mental focus, concentration, and visualization techniques.</li></ul> <p>Day 5: Skill Development and Game Play</p> <ul style="list-style-type: none"><li>● Safety briefing and equipment check.</li><li>● Skill development stations focusing on different aspects of shooting technique (stance, grip, aiming).</li><li>● Small-sided games and challenges to apply learned skills in a competitive setting.</li><li>● Rotation of stations to provide opportunities for practice and feedback.</li><li>● Reflection and discussion on strategies for success in archery games.</li></ul> <p>Day 6: Review and Assessment</p> <ul style="list-style-type: none"><li>● Review safety procedures and equipment inspection.</li><li>● Individual assessment of shooting technique and accuracy.</li><li>● Peer evaluations and feedback on shooting form and performance.</li><li>● Group discussion on progress made throughout the unit and areas for further improvement.</li><li>● Goal-setting activity for future archery practice.</li></ul> <p>Day 7: Field Trip - Archery Range</p> <ul style="list-style-type: none"><li>● Visit to a local archery range or facility.</li><li>● Application of learned skills in a different environment.</li><li>● Opportunity to experience different types of archery targets and distances.</li></ul>
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		<ul style="list-style-type: none"><li>● Instruction from range staff on range etiquette and safety protocols.</li><li>● Open practice time with supervision and guidance from instructors.</li></ul> <p>Day 8: Tournament Preparation</p> <ul style="list-style-type: none"><li>● Recap of safety rules and equipment check.</li><li>● Practice rounds to refine shooting skills and build confidence.</li><li>● Introduction to tournament format and rules.</li><li>● Review of scoring procedures and responsibilities.</li><li>● Discussion on sportsmanship, fair play, and respectful behavior during competition.</li></ul> <p>Day 9: Archery Tournament</p> <ul style="list-style-type: none"><li>● Setup of tournament brackets and scoring system.</li><li>● Round-robin or knockout-style tournament format.</li><li>● Rotating roles as shooters, scorekeepers, and referees.</li><li>● Emphasis on focus, concentration, and execution under pressure.</li><li>● Awards ceremony to recognize top performers and sportsmanship.</li></ul> <p>Day 10: Reflection and Celebration</p> <ul style="list-style-type: none"><li>● Reflection on the unit and individual progress in archery skills.</li><li>● Discussion on lessons learned, challenges overcome, and goals achieved.</li><li>● Celebration of accomplishments with a class party or outdoor picnic.</li><li>● Presentation of certificates or awards to recognize participation and achievement.</li><li>● Encouragement for continued practice and participation in archery beyond the unit.</li></ul> <p>Cornhole</p>
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		<p>Day 1: Introduction to Cornhole</p> <p>Objective: Introduce students to the game of cornhole and emphasize the importance of teamwork and sportsmanship through SEL activities.</p> <p>Warm-up</p> <ul style="list-style-type: none"><li>• Dynamic stretching routine to prepare muscles for activity.</li><li>• Quick icebreaker activity to build rapport and create a positive atmosphere.</li></ul> <p>Instruction:</p> <ul style="list-style-type: none"><li>• Overview of cornhole rules, scoring, and basic throwing techniques.</li><li>• Discussion on the values of teamwork, communication, and sportsmanship in cornhole.</li></ul> <p>Activity:</p> <ul style="list-style-type: none"><li>• Divide students into pairs or small groups.</li><li>• Practice throwing techniques and accuracy drills.</li><li>• Encourage positive communication and teamwork during practice rounds.</li></ul> <p>SEL Focus:</p> <ul style="list-style-type: none"><li>• Group discussion on the importance of teamwork and sportsmanship in cornhole.</li><li>• Reflective writing activity: Have students journal about a time when they demonstrated good sportsmanship or worked effectively in a team.</li></ul>
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		<p>Day 2: Skill Development and Goal Setting</p> <p>Objective: Develop students' cornhole skills and facilitate goal-setting exercises related to both performance and SEL.</p> <p>Warm-up:</p> <ul style="list-style-type: none"><li>• Jogging or dynamic warm-up exercises.</li></ul> <p>Skill Development:</p> <ul style="list-style-type: none"><li>• Review and refine throwing techniques, focusing on accuracy and consistency.</li><li>• Introduce strategies for adjusting throws based on distance and wind conditions.</li><li>• Provide opportunities for guided practice and peer feedback.</li></ul> <p>Goal Setting:</p> <ul style="list-style-type: none"><li>• Lead a discussion on the importance of setting goals for both skill improvement and personal development.</li><li>• Have students set specific, measurable goals related to their cornhole performance (e.g., hitting a target number of points in a game) and SEL growth (e.g., demonstrating resilience in the face of setbacks).</li></ul> <p>Activity:</p> <ul style="list-style-type: none"><li>• Students practice independently or in pairs, working towards their individual goals.</li><li>• Emphasize the importance of effort, persistence, and self-monitoring in achieving goals.</li></ul> <p>Day 3: Cornhole Tournament and Self-Reflection</p>
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		<p>Objective: Apply cornhole skills in a tournament setting and facilitate self-reflection on both performance and SEL competencies.</p> <p>Warm-up:</p> <ul style="list-style-type: none"><li>• Group stretching routine.</li></ul> <p>Cornhole Tournament:</p> <ul style="list-style-type: none"><li>• Organize a round-robin or bracket-style tournament with teams competing against each other.</li><li>• Emphasize fair play, respect, and good sportsmanship throughout the tournament.</li><li>• Provide opportunities for students to rotate roles (thrower, scorer, observer) to promote inclusivity and engagement.</li></ul> <p>SEL Self-Reflection:</p> <ul style="list-style-type: none"><li>• After the tournament, have students reflect individually on their performance and behavior during the games.</li><li>• Use prompts to guide reflection on teamwork, communication, resilience, and any challenges faced.</li><li>• Encourage students to identify strengths and areas for growth in both cornhole skills and SEL competencies.</li></ul> <p>Day 4: Peer Feedback</p> <ul style="list-style-type: none"><li>• Objective: Provide students with opportunities to give and receive constructive feedback on cornhole skills and SEL behaviors.</li></ul> <p>Warm-up:</p> <ul style="list-style-type: none"><li>• Light jogging or dynamic warm-up activities.</li></ul>
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		<p>Peer Feedback:</p> <ul style="list-style-type: none"><li>● Pair students up and have them take turns providing feedback on each other's cornhole techniques.</li><li>● Encourage specific, constructive feedback focusing on areas for improvement and strengths.</li><li>● Rotate partners to ensure everyone receives feedback.</li></ul> <p>SEL Discussion:</p> <ul style="list-style-type: none"><li>● Facilitate a group discussion on the importance of giving and receiving feedback for growth and improvement.</li><li>● Explore how effective communication and empathy contribute to constructive feedback.</li><li>● Provide examples of how feedback can be applied to both cornhole skills and SEL behaviors.</li></ul> <p>Activity:</p> <ul style="list-style-type: none"><li>● Students practice applying feedback from their peers during guided cornhole practice sessions.</li><li>● Emphasize active listening, open-mindedness, and gratitude for feedback received.</li></ul> <p>Day 5: Cornhole Challenge and Reflection</p> <p>Objective: Apply skills learned throughout the unit in a final cornhole challenge and engage in reflective activities to assess learning and growth.</p> <p>Cornhole Challenge:</p> <ul style="list-style-type: none"><li>● Organize a final cornhole challenge or obstacle course incorporating various cornhole skills and strategies.</li><li>● Encourage teamwork, creativity, and problem-solving as teams navigate the challenge.</li></ul>
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		<ul style="list-style-type: none"><li>• Celebrate achievements and demonstrate good sportsmanship throughout the activity.</li></ul> <p>Reflection and Closing:</p> <ul style="list-style-type: none"><li>• Lead a reflective discussion on students' experiences and learning throughout the cornhole unit.</li><li>• Provide opportunities for students to share highlights, challenges, and insights gained.</li><li>• Encourage students to reflect on their growth in cornhole skills, teamwork, communication, and other SEL competencies.</li><li>• Wrap up with a closing activity (e.g., gratitude circle or group cheer) to reinforce a positive class atmosphere.</li></ul> <p>Biking</p> <p>Day 1: Introduction to Biking and SEL</p> <ul style="list-style-type: none"><li>• Warm-up: Dynamic stretching and light cardio to prepare for biking.</li><li>• Classroom Discussion: Introduce biking safety rules and equipment (helmets, signaling, road awareness).</li><li>• SEL Focus: Discuss the importance of resilience in physical activities. Share personal stories or examples where perseverance led to success.</li><li>• Bike Skills Practice: Basic handling drills (starting, stopping, turning) in a controlled environment.</li><li>• Cool Down: Gentle stretching and reflection on the day's learning objectives.</li></ul> <p>Day 2: Team Building and Communication</p> <ul style="list-style-type: none"><li>• Warm-up: Jogging or biking laps around the track to warm up muscles.</li><li>• Team Building Activity: Divide students into small groups and assign a bike-related challenge (e.g., assembling a bike tire,</li></ul>
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		<p>navigating an obstacle course). Emphasize teamwork and effective communication.</p> <ul style="list-style-type: none"><li>• SEL Focus: Explore the role of communication in teamwork. Discuss active listening, clear instructions, and providing constructive feedback.</li><li>• Bike Skills Practice: Group rides around a designated course, focusing on communication between riders (signaling, passing, spacing).</li><li>• Cool Down: Guided relaxation exercises to promote reflection and mindfulness.</li></ul> <p>Day 3: Trail Exploration and Self-Awareness</p> <ul style="list-style-type: none"><li>• Warm-up: Yoga or Pilates session to improve flexibility and core strength.</li><li>• Trail Ride: Lead students on a guided bike ride along scenic trails or designated bike paths. Encourage students to observe and appreciate their surroundings.</li><li>• SEL Focus: Reflect on the connection between physical activity and mental well-being. Discuss the importance of self-awareness and mindfulness in maintaining balance and focus.</li><li>• Bike Skills Practice: Hill climbing and descending techniques. Emphasize pacing, gear selection, and body positioning.</li><li>• Cool Down: Journaling activity to reflect on personal achievements and challenges encountered during the trail ride.</li></ul> <p>Day 4: Bike Maintenance and Responsibility</p> <ul style="list-style-type: none"><li>• Warm-up: High-intensity interval training (HIIT) circuit incorporating biking intervals.</li><li>• Bike Maintenance Workshop: Demonstrate basic bike maintenance tasks such as tire inflation, chain lubrication, and brake adjustment. Allow students to practice these skills on their own bikes.</li><li>• SEL Focus: Explore the concept of responsibility in maintaining personal and communal resources. Discuss the importance of taking care of equipment and the environment.</li></ul>
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		<ul style="list-style-type: none"><li>• Bike Skills Practice: Review of bike handling skills and safety checks before embarking on a group ride.</li><li>• Cool Down: Mindful breathing exercises to promote relaxation and stress relief.</li></ul> <p>Day 5: Culminating Adventure Ride and Reflection</p> <ul style="list-style-type: none"><li>• Warm-up: Dynamic stretching and team relay races to energize students.</li><li>• Adventure Ride: Lead students on a longer, more challenging bike ride to a scenic destination (e.g., park, lake, nature reserve). Encourage students to support each other and enjoy the journey.</li><li>• SEL Focus: Reflect on personal growth and achievements throughout the unit. Facilitate a group discussion on overcoming obstacles, setting goals, and supporting one another.</li><li>• Celebration: Picnic or outdoor gathering at the destination. Celebrate students' accomplishments with healthy snacks and refreshments.</li><li>• Cool Down: Group reflection circle to share highlights and memorable moments from the adventure ride. Encourage students to express gratitude and appreciation for their peers and the experience as a whole.</li></ul> <p>Kubb</p> <p>Day 1: Introduction to Kubb and Team Building</p> <p>Objective: Introduce students to the basic rules and skills of Kubb while fostering teamwork and collaboration.</p> <ul style="list-style-type: none"><li>• Warm-up: Dynamic stretching and jogging to prepare for physical activity.</li><li>• Introduction to Kubb: Explain the rules, objectives, and basic techniques of Kubb. Demonstrate how to set up the playing field and how to throw and knock down the Kubb blocks.</li></ul>
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		<ul style="list-style-type: none"><li>● Practice Session: Divide students into small groups and allow them to practice throwing and knocking down Kubb blocks. Encourage teamwork and peer support.</li><li>● Team Building Activity: Facilitate a team-building activity such as a trust circle or cooperative game to strengthen relationships and communication among students.</li><li>● Reflection: Lead a brief discussion about the importance of teamwork in Kubb and how collaboration can lead to success.</li></ul> <p>Day 2: Skill Development and Sportsmanship</p> <p>Objective: Develop students' Kubb skills while emphasizing sportsmanship and fair play.</p> <ul style="list-style-type: none"><li>● Warm-up: Cardiovascular warm-up exercises such as jumping jacks and high knees.</li><li>● Skill Development Stations: Set up skill stations focusing on different aspects of Kubb, such as aiming, throwing, and blocking. Rotate students through the stations to practice and refine their skills.</li><li>● Sportsmanship Discussion: Lead a discussion about the importance of sportsmanship, fair play, and respect for opponents in Kubb and other competitive activities. Discuss strategies for maintaining a positive attitude and showing good sportsmanship.</li><li>● Scrimmage: Divide students into teams and facilitate friendly scrimmages or practice matches. Emphasize fair play, respectful behavior, and good sportsmanship throughout the games.</li><li>● Reflection: Have students reflect on their experiences during the scrimmage, focusing on moments of good sportsmanship and areas for improvement.</li></ul> <p>Day 3: Strategy and Critical Thinking</p> <p>Objective: Introduce students to strategic thinking and decision-making in Kubb.</p>
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		<ul style="list-style-type: none"><li>• Warm-up: Dynamic stretching and jogging to prepare for physical activity.</li><li>• Strategy Discussion: Discuss different strategies and tactics used in Kubb, such as target selection, defensive positioning, and coordinated attacks. Encourage students to think critically about their approach to the game.</li><li>• Strategy Game: Divide students into teams and facilitate a strategic Kubb game where teams must develop and execute their own strategies. Encourage students to communicate and collaborate to implement their plans effectively.</li><li>• SEL Activity: Conduct a guided mindfulness or relaxation exercise to help students manage stress, improve focus, and enhance emotional regulation.</li><li>• Reflections: Lead a discussion about the importance of strategic thinking and problem-solving in Kubb and how these skills can be applied to other areas of life.</li></ul> <p>Day 4: Peer Coaching and Feedback</p> <p>Objective: Develop students' coaching skills and provide opportunities for peer feedback.</p> <ul style="list-style-type: none"><li>• Warm-up: Cardiovascular warm-up exercises such as jogging and jumping rope.</li><li>• Peer Coaching Session: Pair students up and assign each pair to coach and provide feedback to one another during practice sessions. Encourage constructive criticism, positive reinforcement, and supportive coaching techniques.</li><li>• Scrimmage with Coaching: Facilitate scrimmages or practice matches where students apply the coaching feedback they received from their peers. Encourage students to communicate effectively and make adjustments based on the feedback they receive.</li><li>• SEL Reflection: Lead a reflective discussion about the experience of giving and receiving feedback, focusing on the importance of constructive criticism, active listening, and empathy.</li></ul>
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		<ul style="list-style-type: none"><li>● Cool-down: Gentle stretching and relaxation exercises to conclude the class.</li></ul> <p>Day 5: Kubb Tournament and Reflection</p> <p>Objective: Apply skills and strategies learned throughout the unit in a culminating Kubb tournament.</p> <ul style="list-style-type: none"><li>● Warm-up: Dynamic stretching and jogging to prepare for physical activity.</li><li>● Kubb Tournament: Divide students into teams and organize a Kubb tournament where teams compete against each other in a friendly but competitive atmosphere. Emphasize sportsmanship, fair play, and positive attitudes throughout the tournament.</li><li>● Awards Ceremony: Recognize teams for their participation, sportsmanship, and achievements during the tournament. Present awards or certificates to acknowledge individual and team accomplishments.</li><li>● Reflection and Celebration: Lead a reflective discussion where students share their thoughts and experiences from the unit, highlighting moments of growth, learning, and enjoyment. Celebrate the successes of the unit with a group activity or healthy snack.</li><li>● Closure: Conclude the unit with a brief reflection and appreciation for students' effort and participation in Kubb.</li></ul> <p>KanJam</p> <p>Day 1: Introduction to KanJam</p> <ul style="list-style-type: none"><li>● Warm-up: Begin with a dynamic warm-up routine to prepare students for physical activity.</li><li>● Introduction to KanJam: Explain the rules, objectives, and basic throwing techniques of KanJam. Emphasize the importance of teamwork, communication, and sportsmanship.</li></ul>
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		<ul style="list-style-type: none"><li>● Skill Practice: Divide students into pairs or small groups and allow them to practice throwing the disc and deflecting it into the KanJam goal. Provide feedback and guidance on technique.</li><li>● Game Play: Play several rounds of KanJam, rotating pairs or teams to ensure everyone gets a chance to participate. Encourage positive communication and collaboration among teammates.</li></ul> <p>Day 2: KanJam Skills Development</p> <ul style="list-style-type: none"><li>● Warm-up: Conduct a brief warm-up focusing on agility and coordination drills.</li><li>● Skill Stations: Set up skill stations focusing on different aspects of KanJam, such as accuracy throwing, defensive positioning, and target deflection. Rotate students through the stations, providing instruction and feedback at each station.</li><li>● Small-Sided Games: Divide the class into small groups and play modified versions of KanJam games, such as 2 vs. 2 or 3 vs. 3 games. Encourage students to apply the skills they've learned while emphasizing teamwork and cooperation.</li></ul> <p>Day 3: KanJam Tournament Preparation</p> <ul style="list-style-type: none"><li>● Warm-up: Lead a dynamic warm-up incorporating movements relevant to KanJam, such as throwing and catching.</li><li>● Tournament Rules: Review the rules and format for the upcoming KanJam tournament. Discuss strategies for success and emphasize the importance of fair play and good sportsmanship.</li><li>● Tournament Practice: Divide students into tournament teams and allow time for team practice sessions. Encourage teams to develop strategies and communication skills to enhance their performance in the tournament.</li><li>● SEL Activity: Facilitate a discussion or activity focusing on teamwork and collaboration. Encourage students to reflect on the qualities of effective teamwork and how they can support their teammates during the tournament.</li></ul>
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		<p>Day 4: KanJam Tournament</p> <ul style="list-style-type: none"><li>• Tournament Day: Conduct the KanJam tournament, with teams competing against each other in a round-robin format or single-elimination bracket. Encourage students to demonstrate good sportsmanship, teamwork, and positive communication throughout the tournament.</li><li>• SEL Reflection: After the tournament, facilitate a reflection session where students discuss their experiences, successes, and challenges during the tournament. Encourage students to share examples of teamwork and sportsmanship they observed or demonstrated.</li></ul> <p>Day 5: KanJam Review and Extension</p> <ul style="list-style-type: none"><li>• Warm-up: Lead a fun, active warm-up activity to energize students and review key movement skills.</li><li>• KanJam Review: Conduct a brief review of the rules, strategies, and skills learned during the unit. Encourage students to share their thoughts and reflections on their KanJam experience.</li><li>• Extension Activity: Introduce a variation or extension of KanJam, such as incorporating obstacles or playing a themed version of the game. Allow students to explore and experiment with the new variation, emphasizing creativity and adaptation.</li><li>• Closing Reflection: Wrap up the unit with a final reflection activity where students discuss their overall learning, growth, and enjoyment of KanJam. Encourage students to set personal goals for continuing to practice and improve their KanJam skills in the future.</li></ul> <p>Mölkky</p> <p>Day 1: Introduction to Mölkky</p> <ul style="list-style-type: none"><li>• Objective: Introduce students to the rules and basic skills of Mölkky.</li><li>• Activities:</li></ul>
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		<ul style="list-style-type: none"><li>• Brief overview of Mlkky rules, objectives, and equipment.</li><li>• Demonstration of proper throwing technique and scoring.</li><li>• Practice throws individually, focusing on accuracy and control.</li><li>• SEL Focus: Encourage students to communicate effectively with their peers during practice, providing feedback and support.</li><li>• Introduce the essential question: "How can we create an inclusive and welcoming environment for LGBTQ+ students while playing Mlkky, and how does understanding diverse identities contribute to our enjoyment and appreciation of this game?" (LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>) (Diversity &amp; Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>)</li><li>• Facilitate a class discussion, encouraging students to share their thoughts, perspectives, and experiences related to LGBTQ+ inclusion in sports and physical activities.</li></ul> <p>Day 2: Skill Development</p> <ul style="list-style-type: none"><li>• Objective: Refine throwing techniques and introduce strategic thinking.</li><li>• Activities:<ul style="list-style-type: none"><li>• Review proper throwing technique through drills and practice throws.</li><li>• Introduce strategies for targeting specific pins to maximize points.</li><li>• Practice throws in pairs or small groups, focusing on accuracy and strategic decision-making.</li></ul></li><li>• SEL Focus: Emphasize the importance of teamwork and collaboration, encouraging students to work together to develop and implement strategies.</li></ul> <p>Day 3: Mlkky Tournament Preparation</p> <ul style="list-style-type: none"><li>• Objective: Prepare students for a Mlkky tournament by refining skills and strategies.</li><li>• Activities:</li></ul>
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		<ul style="list-style-type: none"><li>● Review Mōlkky rules and scoring system.</li><li>● Divide students into teams for a friendly tournament.</li><li>● Practice tournament-style gameplay, rotating teams and keeping score.</li><li>● SEL Focus: Promote good sportsmanship and positive communication among students, emphasizing respect for teammates and opponents alike.</li></ul> <p>Day 4: Mōlkky Tournament</p> <ul style="list-style-type: none"><li>● Objective: Put students' skills and strategies to the test in a Mōlkky tournament.</li><li>● Activities:<ul style="list-style-type: none"><li>● Conduct a Mōlkky tournament with teams competing against each other.</li><li>● Rotate teams through multiple rounds, keeping track of scores.</li><li>● Award prizes or recognition for teams with the highest scores or best sportsmanship.</li></ul></li><li>● SEL Focus: Encourage students to demonstrate resilience and perseverance, whether they win or lose, and to celebrate each other's successes.</li></ul> <p>Day 5: Reflection and Wrap-Up</p> <ul style="list-style-type: none"><li>● Objective: Reflect on learning experiences, celebrate accomplishments, and reinforce SEL concepts.</li><li>● Activities:<ul style="list-style-type: none"><li>● Group discussion reflecting on the unit, including what students learned and enjoyed about Mōlkky.</li><li>● Share highlights from the tournament and recognize individual and team achievements.</li><li>● Discuss the importance of sportsmanship, teamwork, and positive communication in Mōlkky and other aspects of life.</li></ul></li></ul>
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		<ul style="list-style-type: none"><li>• SEL Focus: Facilitate a reflective discussion on the SEL skills practiced throughout the unit, emphasizing the connections between Mōlkky gameplay and real-life interactions.</li></ul> <p><b>Interdisciplinary Connections:</b> MATH SCI</p> <p><b>New Jersey Student Learning Standards #:</b> 2.2.12.MSC.3 2.2.12.MSC.2 2.2.12.LF.4 2.2.12.LF.5 2.2.12.PF.2</p>
<p><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>

<p><b><u>Formative Assessments:</u></b>                  Teacher Observation                  Skills Demonstration                  Class Participation                  Portfolio                  Discussions                  Quiz                  Journal writing                  Group Assessment                  Group Interaction/Discussion/Computer Research                  Self and Peer Evaluations</p> <p><b>Other:</b></p>	<p><b><u>Benchmarks:</u></b>                  Knowledge Assessment                  Skills Assessment                  Self-Assessment and Reflection</p> <p><b><u>Summative Assessments:</u></b>                  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**

<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
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 video'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><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● Laptop</li> <li>● Chromebook</li> </ul>
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- SmartBoard
- Internet Access
- Projector
- Radio/Speaker

**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.

<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY</b>	<b>Disciplinary Concept: Creativity and Innovation</b>	
	<b><i>Core Ideas:</i></b>	With a growth mindset, failure is an important part of success.
	<b><i>Performance Expectation/s:</i></b>	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills

<b>SKILLS</b>		and ideas
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>	

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)											
X	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>		Erin's Law: <i>A-769/S-1130</i>

Marking Period	Unit Title	Recommended Instructional Days
1, 2, 3, 4	<b>Driver's Education</b>	<b>45</b>
<b>Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept:</b>		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-CHPE within Unit</b>
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<b>Physical Wellness (2.2) Disciplinary Concept:</b>		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	<p><b><u>Essential Question/s:</u></b>                      What is the individual's responsibility with relation to motor vehicles? What makes driving a privilege and not a right? What career opportunities revolve around the automobile and transportation industry?                      Can you discuss the seriousness of traffic accident problems? How do accidents occur, with today's inventions of safety features? Why is driver and traffic safety important? What are safe and skillful driving procedures? Can you describe the correct habits to use while driving? How would you react to various traffic situations? Why is it important to understand the cooperation needed among all highway users to promote better traffic conditions? Why is it important to understand the seriousness of the pedestrian and cyclist problem in traffic? What are the rights of pedestrians and other highway users? How can alcohol and drugs affect your driving? What is your responsibility for traffic law enforcement? Why is it important to voluntarily comply with traffic laws?</p> <p><b><u>Activity Description:</u></b></p> <p><b>Chapter 1: The New Jersey Driver License System</b></p> <ul style="list-style-type: none"> <li>● Laws Governing Driver Licenses</li> <li>● Digital Driver License</li> </ul>
<b>Safety (2.3) Disciplinary Concept: Personal Safety</b>		
<i>Core Ideas:</i> Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.	<i>Performance Expectation:</i> <ul style="list-style-type: none"> <li>• 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).</li> <li>• 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.</li> <li>• 2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue</li> </ul>	

<p>State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse.</p>	<p>donation, traffic safety, avoid driving distractions, seatbelt use, the use of hand-held devices).</p> <ul style="list-style-type: none"> <li>• 2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.</li> <li>• 2.3.12.PS.5: Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).</li> <li>• 2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.</li> <li>• 2.3.12.PS.7: Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.</li> </ul>	<ul style="list-style-type: none"> <li>• Types of New Jersey Licenses</li> <li>• 6 Point ID Verification</li> <li>• GDL – Graduated Driver License</li> <li>• Special Learner Permits for New Jersey Residents</li> <li>• Examination Permits for Out-State/Out of Country Driver's/Permit</li> <li>• International Driving Permit (IDP)</li> <li>• Non-Driver ID and License</li> <li>• Next-of-Kin Registry (Sara’s Law)</li> <li>• Hearing-Impaired Designation</li> <li>• Commercial Driver License (CDL)</li> </ul> <p><b>Chapter 2: New Jersey Driver Testing</b></p> <ul style="list-style-type: none"> <li>• Requirements for Basic Driver License</li> <li>• Road Test</li> <li>• Reasons for Rejection</li> </ul> <p><b>Chapter 3: Driver Responsibility</b></p> <ul style="list-style-type: none"> <li>• Buckle Up- New Jersey’s Seat Belt Law</li> <li>• Car Seats</li> <li>• Child Restraints Law</li> <li>• Air Bags</li> <li>• Car Condition</li> <li>• Starting a Parked Car</li> <li>• Steering</li> <li>• Stopping Distances</li> <li>• Proper Braking</li> <li>• Driver Signals</li> <li>• Driving in Reverse</li> <li>• Turning</li> <li>• Parking</li> </ul> <p><b>Chapter 4: Safe Driving Rules and Regulations</b></p> <ul style="list-style-type: none"> <li>• Speed Control</li> <li>• Passing</li> <li>• Keep to the Right</li> <li>• Yielding to the Right-of-Way</li> <li>• Pedestrians in a Crosswalk</li> </ul>
<p>Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem.</p>	<ul style="list-style-type: none"> <li>• 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyber bullying, sexting).</li> <li>• 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.</li> <li>• 2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or</li> </ul>	

	messages with individuals or posting online.	
<b>Comprehensive Health and Physical Education Practices</b>		
Acting as responsible and contributing member of society Building and maintaining healthy relationships Communicating clearly and effectively (verbal and nonverbal) Resolving conflict Attending to personal health, emotional, social, and physical well-being Engaging in an active lifestyle Making decisions Managing-self Setting goals Using technology tools responsibly		<ul style="list-style-type: none"> <li>● Intersections</li> <li>● Entering Highways, Parkways and Turnpikes</li> <li>● Leaving Highways, Parkways and Turnpikes</li> <li>● Special Highway, Parkways and Turnpike Conditions</li> <li>● Curves</li> <li>● Interchanges</li> <li>● Turning Regulations</li> <li>● Stopping Regulations</li> <li>● Using Headlights</li> <li>● Parking Regulations</li> <li>● Cellular Telephones</li> <li>● Littering</li> </ul> <p><b>Chapter 5: Defensive Driving</b></p> <ul style="list-style-type: none"> <li>● Preventing a Collision</li> <li>● Aggressive Driving/Road Rage</li> <li>● Distractions</li> <li>● Tired Driver/Highway Hypnosis</li> <li>● Communicating and Driving</li> <li>● Keep a Safe Distance/Do Not Tailgate</li> <li>● Following Distances</li> <li>● Changing Lanes and Passing</li> <li>● Passed by Another Vehicle</li> <li>● Road Conditions</li> <li>● Reduced Visibility</li> <li>● Night Driving</li> <li>● Driving Situations</li> <li>● Reacting to Driving Problems</li> <li>● Vehicle Failure</li> <li>● Collisions (Accidents)</li> <li>● What to do in Case of a Collision</li> </ul>
<b>Social and Emotional Learning: Competencies</b>	<b>Social and Emotional Learning: Sub-Competencies</b>	
Self-Awareness	<ul style="list-style-type: none"> <li>• Recognize one’s feelings and thoughts</li> <li>• Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> </ul>	<p><b>Chapter 6: Drinking, Drugs and Driving</b></p> <ul style="list-style-type: none"> <li>● Effects of Alcohol</li> <li>● How much is Too Much?</li> <li>● Drinking and Driving</li> </ul>

Self-Management	<ul style="list-style-type: none"><li>• Recognize one’s personal traits, strengths, and limitations</li><li>• Recognize the importance of self-confidence in handling daily tasks and challenges</li> <li>• Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors</li><li>• Recognize the skills needed to establish and achieve personal and educational goals</li><li>• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals</li></ul>	<ul style="list-style-type: none"><li>• Good Hosts and the Drinking Driver</li><li>• Designated Drivers</li><li>• Drugs and Driving</li><li>• Healthy Driving</li></ul> <p><b>Chapter 7: Driver Privileges and Penalties</b></p> <ul style="list-style-type: none"><li>• The Driving Privilege</li><li>• Driving Under the Influence (DUI)</li><li>• Breathing Test</li><li>• Ignition Interlock Device</li><li>• Intoxicated Driver Resource Center</li><li>• Motor Vehicle Violations</li><li>• Driver Programs</li><li>• Motor Vehicle Surcharges and Point Violations</li><li>• Point System</li><li>• Moving Violation Point Chart</li><li>• Interstate Compacts</li></ul> <p><b>Chapter 8: Sharing the Road with Others</b></p> <ul style="list-style-type: none"><li>• People</li><li>• Vehicles</li><li>• Animals</li></ul> <p><b>Chapter 9: Vehicle Information</b></p> <ul style="list-style-type: none"><li>• Vehicle Title and Registration</li><li>• License Plates</li><li>• Vehicle Inspection</li><li>• Insurance</li></ul> <p><b>Appendix: Driver Safety:</b></p> <ul style="list-style-type: none"><li>• Traffic Signs, Signals and Road Markings</li><li>• Traffic Signs</li></ul> <p><b>Interdisciplinary Connections:</b></p>
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		MATH SCI  <b>New Jersey Student Learning Standards #:</b> 2.3.12.PS.3 2.3.12.PS.4
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
<b><u>Formative Assessments:</u></b> Teacher Observation Do Now Homework Class Participation Portfolio Discussions Quiz Journal writing Group Assessment Group Interaction/Discussion/Computer Research Self and Peer Evaluations		<b><u>Benchmarks:</u></b> Quiz Exam  <b><u>Summative Assessments:</u></b> Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments Reflective Paper Group Presentations

Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
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			
<b>Technology:</b> <ul style="list-style-type: none"> <li>● Laptop</li> <li>● Chromebook</li> <li>● SmartBoard</li> <li>● Internet Access</li> <li>● Projector</li> </ul>			
Differentiated Student Access to Content: Recommended <i>Strategies &amp; 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	Utilize a multi-sensory (VAKT) approach during instruction,	Extend time requirements, preferred seating, positive reinforcement, check	Create an enhanced set of introductory activities, integrate

websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts.	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.	often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionaries, and modified assessment and/or rubric.	active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.
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<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept:</b> Global and Cultural Awareness	
	<b>Core Ideas:</b>	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
	<b>Performance Expectation/s:</b>	9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.	

New Jersey Legislative Statutes and Administrative Code  
(place an "X" before each law/statute if/when present within the curriculum map)

	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 Instructional Days
2,3	Health 9	45
<b>Mental Health: Emotional and Social Wellness (2.1)</b> <b>Disciplinary Concept:</b> <b>Personal Growth and Development</b> <b>Pregnancy and Development</b> <b>Emotional Health</b> <b>Social and Sexual Health</b> <b>Community Health Services and Support</b>		<b>Recommended Activities, Investigations,                      Interdisciplinary Connections, and/or Student                      Experiences to Explore NJSLs-CHPE within Unit</b>
<p><b>Core Ideas:</b></p> <p>The decisions one makes can influence an individual's growth and development in all dimensions of wellness.</p> <p>There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.</p>	<p><b>Performance Expectation:</b></p> <ul style="list-style-type: none"> <li>• 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</li> <li>• 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.</li> <li>• 2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).</li> <li>• 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.</li> </ul>	

<p>There are many decisions to be made related to pregnancy and childbirth that will have short and long-term impacts.</p> <p>Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.</p>	<ul style="list-style-type: none"><li>• 2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.</li><li>• 2.1.12.PP.4: List the major milestones of each trimester of fetal development utilizing medically accurate information.</li><li>• 2.1.12.PP.5: Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).</li><li>• 2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.</li><li>• 2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.</li><li>• 2.1.12.PP.8: Assess the skills needed to be an effective parent.</li><li>• 2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information.</li> <li>• 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</li><li>• 2.1.12.EH.2: Analyze factors that influence the emotional and social</li></ul>	
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<p>Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.</p> <p>How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.</p> <p>Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.</p>	<p>impact of mental health illness on the family.</p> <ul style="list-style-type: none"><li>• 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).</li><li>• 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).</li></ul> <ul style="list-style-type: none"><li>• 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.</li><li>• 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.</li><li>• 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.</li></ul> <ul style="list-style-type: none"><li>• 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).</li></ul>	
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<p>There are many factors that influence how we feel about ourselves and the decisions that we make.</p> <p>There are state and federal laws that provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.</p> <p>Healthy individuals demonstrate the ability to identify who, when, where and/or how to seek help for oneself or others.</p>	<ul style="list-style-type: none"><li>• 2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.</li><li>• 2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources.</li><li>• 2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.</li><li>• 2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.</li><li>• 2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.</li><li>• 2.1.12.SSH.10: Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.</li><li>• 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.</li><li>• 2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.</li></ul>	
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<p>Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.</p> <p>Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.</p>	<ul style="list-style-type: none"><li>• 2.1.12. CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community.</li><li>• 2.1.12.CHSS.4: Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).</li><li>• 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).</li><li>• 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.</li><li>• 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).</li><li>• 2.1.12.CHSS.8: Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.</li></ul>	
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Knowledge of and access to resources is beneficial in providing support to individuals and families dealing with difficult situations.	<ul style="list-style-type: none"> <li>• 2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.</li> </ul>	
<b>Physical Wellness (2.2)</b> <b>Disciplinary Concept:</b> <b>Nutrition</b>		
<p><b>Core Ideas:</b>                  The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.</p>	<p><b>Performance Expectation:</b></p> <ul style="list-style-type: none"> <li>• 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.</li> <li>• 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.</li> <li>• 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.</li> <li>• 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan.</li> <li>• 2.2.12.N.5: Research recent trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases</li> </ul>	<p><b>Essential Question/s:</b></p> <p><u>Nutrition:</u>                  What is a portion size? How will your nutritional intake of food now affect you in the future? Why is understanding a food label important?                  How does culture affect our food choices? How do we balance physical activity and food?</p> <p><u>Relationships and Personal Development</u>                  How does experiencing grief impact individuals emotionally, mentally, and socially, and what coping strategies can help navigate through the process?"                  What is it about your home life that makes you unique from someone else?                  Why is it important to have effective communication with the important people in your life? How has social media changed the way we communicate within our relationship? How are healthy relationships and unhealthy relationships different? What is stereotyping and is it damaging?                  How can positive behavior prevent conflict in a relationship? What is the role of personal responsibility in maintaining and enhancing personal, family, community, and global climate wellness (Standards in Action: <i>Climate Change</i>)? What is Erin's law? What do we know about sexual abuse? How do we recognize sexual abuse in a relationship? (Erin's Law: <i>A-769/S-1130</i>)                  How can we help someone in an unhealthy or abusive relationship? What is sexual orientation?                  What can a school community do to promote respect for people of all genders, gender identities, gender expressions and sexual orientations? (LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>)                  How can a school community practice the values of tolerance towards gender and sexual</p>
<b>Safety (2.3)</b> <b>Disciplinary Concept:</b>		

<b>Personal Safety                  Health Conditions, Diseases and Medicines                  Alcohol, Tobacco and other Drugs                  Dependency, Substances Disorder and Treatment</b>	
<p><b>Core Ideas:</b>                      Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.</p> <p>State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse.</p>	<p><b>Performance Expectation:</b></p> <ul style="list-style-type: none"> <li>• 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).</li> <li>• 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.</li> <li>• 2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractions, seatbelt use, the use of hand-held devices).</li> <li>• 2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.</li> <li>• 2.3.12.PS.5: Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).</li> <li>• 2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to</li> </ul>

orientation, race and ethnicity, disabilities, and religious groups? What is unconscious bias? How can one's bias impact society as a whole? (Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*)

What can we learn about history and the effects of prejudice and discrimination on society and its morals? (Holocaust Law: *N.J.S.A. 18A:35-28*)

What does racism in sports look like? Who were some of the pioneering African American athletes that showed resilience in their fight against racism and segregation in sports? (*Amistad Law: N.J.S.A. 18A 52:16A-88*)

How can communities support and spread information about the Safe Haven Infant Protection Act?

**Sexting:**

What is sexting? What are the possible risks and consequences of sexting? How can you respect the privacy of others? What should you do if you are sent a sext? Who can you talk to if you are in this situation? How can being in this situation affect mental health?

**Male/Female Reproduction System:**

What are the functions of the female reproductive system? What are some common disorders of the female reproductive system? How do you relate the body's hormone control to the female reproductive system? How do you relate the body's use of nutrients to the female reproductive system? What are the functions of the male reproductive system? What are some common disorders of the male reproductive system? How do you relate the body's hormone control to the male and female reproductive systems?

**STD/I**

When is the right time to become sexually active? How can you protect yourself from pregnancy and diseases? How does drug and alcohol play a part in sexual activity? How do you know when the time is right for you to become sexually active? What contributes to the protection of unintended pregnancies and sexually transmitted infections? What determines a person's sexual orientation?

<p>Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem.</p> <p>Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.</p> <p>Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.</p>	<p>sexual abuse, domestic violence, dating violence, and gender-based violence.</p> <ul style="list-style-type: none"> <li>• 2.3.12.PS.7: Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.</li> <li>• 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyber bullying, sexting).</li> <li>• 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.</li> <li>• 2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.</li> </ul> <ul style="list-style-type: none"> <li>• 2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).</li> <li>• 2.3.12.HCDM.2: Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body.</li> <li>• 2.3.12.HCDM.3: Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).</li> </ul>	<p><b>Contraception:</b>              What is contraception? What are some different methods of contraception? What is the difference between hormonal, barrier, etc.?</p> <p><b>Drugs:</b>              How can drug use, misuse or abuse affect my learning? What effect does drug abuse and misuse have on the home environment? What protective factors can help me to avoid drug use, misuse, or abuse? How do friends influence my choice to use or not use alcohol, tobacco, prescription, or illegal drugs? What can I do to tell or show others that I am not interested in using illegal drugs? How does someone become addicted to drugs, and what are the signs of addiction? How can goal setting help me to be drug free? How can a mother’s use of alcohol, tobacco, prescription, or illegal drugs affect her unborn child?</p> <p><b>Alcohol/Tobacco/Vaping:</b>              How can I recognize the difference between drug use and abuse? Why do some teens choose to begin using tobacco, alcohol and marijuana? How can I utilize my knowledge and skills to make healthy decisions for myself? How can I evaluate the validity and reliability of health information? What harmful chemicals are in alcohol, tobacco and vape juice?</p> <p><b>Disease Prevention and Help:</b>              What knowledge, skills, and behaviors contribute to a healthy lifestyle and promote optimal wellness?              What factors influence my health-related behaviors and decisions?              How do my health-related behaviors reflect my personal choices?              Why is the ability to access valid health information a critical skill and where can I access accurate information?</p> <p><b>Mental Health:</b>              What is mental health?              Why is it important to have good mental health?</p> <p><b>Hands only CPR:</b></p>
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<p>Public health policies are created to influence health promotion and disease prevention and can have global impact.</p> <p>Mental health conditions affect individuals, family members, and communities.</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>	<ul style="list-style-type: none"> <li>• 2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).</li> <li>• 2.3.12.HCDM.5: Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).</li> </ul> <p>2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).</p> <ul style="list-style-type: none"> <li>• 2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.</li> <li>• 2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).</li> <li>• 2.3.12.ATD.3: Explore the relationship between individuals who</li> </ul>	<p>What does CPR stand for? What is the most important step in CPR? If you use an AED, what is the percentage that an AED will save the victim's life? How many compressions do you do before rescue breathing? What is rescue breathing? How many rescue breaths are given at a time in CPR?</p> <p>Lyme Disease and Tick-Borne Illnesses        How do public health agencies and organizations contribute to the prevention and control of Lyme disease and tick-borne illnesses?</p> <p><b><u>Activity Description:</u></b></p> <p><i>Nutrition</i></p> <ul style="list-style-type: none"> <li>• Healthy diet including protein, healthy carbohydrates and healthy fats; MyPlate.org; Calculate Caloric Intake, how to make smarter food selections</li> <li>• Food Labels</li> <li>• Food Logs</li> <li>• Super Size Me</li> <li>• Cultural food choices</li> </ul> <p><i>Relationships and Personal Development</i></p> <ul style="list-style-type: none"> <li>• Start by introducing the essential question: "How does experiencing grief impact individuals emotionally, mentally, and socially, and what coping strategies can help navigate through the process?" Explain that the goal of the activity is to explore this question together. Divide the class into small groups or pairs. Provide each group with large paper or poster boards and markers. Ask them to brainstorm and write down as many emotional, mental, and social impacts of grief as they can think of. Encourage them to think about both short-term and long-term effects. After brainstorming, reconvene as a whole class and have each group share their ideas. Facilitate a discussion around the different impacts mentioned, asking students to elaborate on their thoughts and experiences related to grief. Distribute index cards to each student. Ask them to reflect individually on coping strategies they have used or heard of to navigate through grief. Encourage them to write down at least one coping strategy on their index card. Invite volunteers to share</li> </ul>
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<p>Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.</p> <p>Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery.</p>	<p>abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.</p> <ul style="list-style-type: none"> <li>• 2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.</li> <li>• 2.3.12.DSDT.2: Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.</li> <li>• 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).</li> <li>• 2.3.12.DSDT.4: Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.</li> <li>• 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).</li> </ul>	<p>the coping strategies they wrote down on their index cards. As they share, compile a list of coping strategies on the board or a flip chart. Discuss each strategy briefly, highlighting its potential effectiveness and applicability. If time allows and resources permit, allow students to engage in a creative activity related to coping strategies for grief. This could involve creating posters or artwork depicting various coping techniques they find most helpful. Conclude the activity by asking students to reflect on one coping strategy they learned about during the lesson that they would like to try in their own lives or recommend to someone experiencing grief. Encourage them to make a plan for implementing this strategy and supporting others in their grief journey.</p> <ul style="list-style-type: none"> <li>● Characteristics of a healthy and unhealthy relationship, how to spot an abusive relationship, how to get out of an unhealthy relationship, how to end a relationship, learn how to love</li> <li>● Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global climate wellness (Standards in Action: <i>Climate Change</i>).</li> <li>● Discuss the impact of Erin’s law; Analyze the warning signs of sexual abuse; Review Erin’s story and discuss how to speak up on sexual abuse (Erin’s Law: <i>A-769/S-1130</i>)</li> <li>● Discuss gender and sexual orientation; Students will Identify, describe, and celebrate the influence that different world cultures have on games, sport, and dance. Include positive influences from LGBTQ community. (LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>)</li> <li>● Write a welcoming statement that promotes inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs (Diversity &amp; Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>).</li> <li>● Further examine the role of personal responsibility in fighting racism and hatred in the community. (Holocaust Law: <i>N.J.S.A. 18A:35-28</i>)</li> <li>● Examine African Americans' role in the major sports in the United States. Pick one athlete that most intrigues you and look further into their lives. Watch the Jackie Robinson movie “42”. (Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>)</li> </ul>
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<b>Comprehensive Health and Physical Education Practices</b>		
<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>		<ul style="list-style-type: none"> <li>Design and create brochures, pamphlets, posters, infographic, and social media posts to effectively communicate effective points of the Safe Haven Act.</li> </ul> <p><i>Sexting</i></p> <ul style="list-style-type: none"> <li>What is sexting, age of consent, consequences of, sex in media</li> </ul> <p><i>Male/Female Reproduction System</i></p> <ul style="list-style-type: none"> <li>Anatomy, functions of, fertilization</li> </ul> <p><i>STD/I</i></p> <ul style="list-style-type: none"> <li>What are STD/I's; how are they transmitted; what do they look like; differences between bacterial; viral and parasitic.</li> </ul> <p><i>Contraception</i></p> <ul style="list-style-type: none"> <li>Differences between hormonal and barrier, types of, statistics, myth vs facts of pregnancy</li> </ul> <p><i>Drugs</i></p> <ul style="list-style-type: none"> <li>Implications, short and long term effects, prevention, treatment, risk taking, decision making</li> </ul>
<b>Social and Emotional Learning:                      Competencies</b>	<b>Social and Emotional Learning:                      Sub-Competencies</b>	
<p>Self-Awareness</p>	<ul style="list-style-type: none"> <li>Recognize one's feelings and thoughts</li> <li>Recognize the impact of one's feelings and thoughts on one's own behavior</li> <li>Recognize one's personal traits, strengths, and limitations</li> <li>Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul>	<p><i>Alcohol and Tobacco</i></p> <ul style="list-style-type: none"> <li>Implications, short and long term effects, prevention, treatment, risk taking, decision making</li> </ul> <p><i>Mental Health</i></p> <ul style="list-style-type: none"> <li>Coping with stress, anxiety, depression, etc; Self-care</li> <li>Explain how mental health disorders are recognized. Identify four causes of mental health disorders.</li> </ul>

Self-Management	<ul style="list-style-type: none"> <li>• Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors</li> <li>• Recognize the skills needed to establish and achieve personal and educational goals</li> <li>• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals</li> </ul>	<p><i>Hands Only CPR</i></p> <p><i>Lyme Disease and Tick-Borne Illnesses</i></p> <ul style="list-style-type: none"> <li>● Present case studies and success stories in Lyme disease prevention and control. Discuss examples where public health efforts have made a significant impact. Analyze the factors contributing to these successes.</li> <li>● Discussion on Challenges and Future Directions (20 minutes): Engage students in a discussion about the challenges public health faces in preventing and controlling these diseases. Explore potential future directions and innovations in disease control, including the role of technology, vaccines, and genetic research.</li> </ul>
Social Awareness	<ul style="list-style-type: none"> <li>• Recognize and identify the thoughts, feelings, and perspectives of others</li> <li>• Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds</li> <li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>• Demonstrate an awareness of the expectations for social interactions in a variety of settings</li> </ul>	<p><b>Interdisciplinary Connections:</b>          ELA          SCI          SS</p> <p><b>New Jersey Student Learning Standards #:</b>          2.1.12.PGD.2          2.1.12.PP.1          2.1.12.PP.2          2.1.12.PP.3          2.1.12.PP.5          2.1.12.EH.2          2.1.12.SSH.1          2.1.12.SSH.2:          2.1.12.SSH.6:          2.1.12.SSH.9          2.1.12.SSH.10          2.1.12.CHSS.1          2.1.12.CHSS.4          2.1.12.CHSS.5          2.1.12.CHSS.9          2.2.12.N.2          2.2.12.N.3</p>
Responsible Decision-Making	<ul style="list-style-type: none"> <li>• Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>• Identify the consequences associated with one’s actions in order to make constructive choices</li> <li>• Evaluate personal, ethical, safety, and civic impact of decisions</li> </ul>	
Relationship Skills	<ul style="list-style-type: none"> <li>• Establish and maintain healthy relationships</li> </ul>	

	<ul style="list-style-type: none"> <li>• Utilize positive communication and social skills to interact effectively with others</li> </ul>	<p>2.2.12.N.4          2.3.12.PS.1          2.3.12.PS.2          2.3.12.PS.3          2.3.12.PS.4          2.3.12.PS.5          2.3.12.PS.6          2.3.12.PS.7          2.3.12.PS.8          2.3.12.PS.9          2.3.12.PS.10          2.3.12.HCDM.2          2.3.12.HCDM.3          2.3.12.HCDM.4          2.3.12.HCDM.5          2.3.12.ATD.2          2.3.12.ATD.3          2.3.12.DSDT.1          2.3.12.DSDT.2          2.3.12.DSDT.3          2.3.12.DSDT.4</p>
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>	<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<u><b>Formative Assessments:</b></u>	<u><b>Benchmarks:</b></u>	

<p>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>Quiz          Exam</p> <p><b><u>Summative Assessments:</u></b>          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**

<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<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>

**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.

<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept: Creativity and Innovation</b>	
	<b><i>Core Ideas:</i></b>	With a growth mindset, failure is an important part of success.
	<b><i>Performance Expectation/s:</i></b>	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	

	<p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>
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X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	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>	X	Standards in Action: <i>Climate Change</i>	X	Erin's Law <i>A-769/S-1130</i>

Marking Period	Unit Title	Recommended Instructional Days
1, 2, 3, 4	Health 11	45
<p align="center"><b>Mental Health: Emotional and Social Wellness (2.1)</b>  <b>Disciplinary Concept:</b>  <b>Personal Growth and Development</b>  <b>Pregnancy and Development</b>  <b>Emotional Health</b>  <b>Social and Sexual Health</b>  <b>Community Health Services and Support</b></p>		<p align="center"><b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-CHPE within Unit</b></p>
<p><b>Core Ideas:</b></p> <p>The decisions one makes can influence an individual's growth and development in all dimensions of wellness.</p> <p>There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.</p>	<p><b>Performance Expectation:</b></p> <ul style="list-style-type: none"> <li>• 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</li> <li>• 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.</li> <li>• 2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).</li> <li>• 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV)</li> </ul>	

<p>There are many decisions to be made related to pregnancy and childbirth that will have short and long-term impacts.</p> <p>Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.</p>	<p>and identify ways to overcome potential barriers to prevention.</p> <ul style="list-style-type: none"><li>• 2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.</li><li>• 2.1.12.PP.4: List the major milestones of each trimester of fetal development utilizing medically accurate information.</li><li>• 2.1.12.PP.5: Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).</li><li>• 2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.</li><li>• 2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.</li><li>• 2.1.12.PP.8: Assess the skills needed to be an effective parent.</li><li>• 2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information.</li><li>• 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</li></ul>	
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<p>Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.</p> <p>How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.</p> <p>Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.</p>	<ul style="list-style-type: none"><li>• 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.</li><li>• 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).</li><li>• 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).</li><li>• 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.</li><li>• 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.</li><li>• 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.</li><li>• 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and</li></ul>	
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<p>There are many factors that influence how we feel about ourselves and the decisions that we make.</p> <p>There are state and federal laws that provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.</p> <p>Healthy individuals demonstrate the ability to identify who, when, where and/or how to seek help for oneself or others.</p>	<p>understanding the laws of consent and dating violence).</p> <ul style="list-style-type: none"><li>• 2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.</li><li>• 2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources.</li><li>• 2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.</li><li>• 2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.</li><li>• 2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.</li><li>• 2.1.12.SSH.10: Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.</li><li>• 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.</li><li>• 2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this</li></ul>	
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<p>Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.</p> <p>Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.</p>	<p>information with others who can benefit.</p> <ul style="list-style-type: none"><li>• 2.1.12. CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community.</li><li>• 2.1.12.CHSS.4: Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).</li><li>• 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).</li><li>• 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.</li><li>• 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).</li><li>• 2.1.12.CHSS.8: Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.</li></ul>	
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<p>Knowledge of and access to resources is beneficial in providing support to individuals and families dealing with difficult situations.</p>	<ul style="list-style-type: none"> <li>• 2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.</li> </ul>	
<p><b>Physical Wellness (2.2)          Disciplinary Concept:</b></p>		
<p><b>Core Ideas:</b>          The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.</p>	<p><b>Performance Expectation:</b></p> <ul style="list-style-type: none"> <li>• 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.</li> <li>• 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.</li> <li>• 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one’s health and fitness.</li> <li>• 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan.</li> <li>• 2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases</li> </ul>	<p><b>Essential Question/s:</b></p> <p><b>Personal Growth and Development:</b>          What is the role of personal responsibility in maintaining and enhancing personal, family, community, and global climate wellness (Standards in Action: <i>Climate Change</i>)? What can we learn about history and the effects of prejudice and discrimination on society and its morals? (Holocaust Law: <i>N.J.S.A. 18A:35-28</i>). How does the experience of grief shape our understanding of ourselves, our relationships, and the world around us?</p> <p><b>Relationships and Inclusion:</b>          What is a healthy relationship? What is Erin’s law? What do we know about sexual abuse? How do we recognize sexual abuse in a relationship? (Erin’s Law: <i>A-769/S-1130</i>) How can we help someone in an unhealthy or abusive relationship? What is sexual orientation? What can a school community do to promote respect for people of all genders, gender identities, gender expressions and sexual orientations? (LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>) How can a school community practice the values of tolerance towards gender and sexual orientation, race and ethnicity, disabilities, and religious groups? What is unconscious bias? How can one’s bias impact society as a whole? (Diversity &amp; Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>) What does racism in sports look like? Who were some of the pioneering African American athletes that showed resilience in their fight against racism and segregation in sports? (<i>Amistad Law: N.J.S.A. 18A 52:16A-88</i>)</p>
<p><b>Safety (2.3)</b></p>		

<p align="center"><b>Disciplinary Concept:</b>  <b>Personal Safety</b>  <b>Health Conditions, Diseases and Medicines</b>  <b>Alcohol, Tobacco and other Drugs</b>  <b>Dependency, Substances Disorder and Treatment</b></p>	
<p><b>Core Ideas:</b>                      Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.</p> <p>State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse.</p>	<p><b>Performance Expectation:</b></p> <ul style="list-style-type: none"> <li>• 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).</li> <li>• 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.</li> <li>• 2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractions, seatbelt use, the use of hand-held devices).</li> <li>• 2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.</li> <li>• 2.3.12.PS.5: Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).</li> <li>• 2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and</li> </ul> <p>Nutrition:                      How are nutrition and physical activity to weight loss, weight gain, and weight maintenance related?</p> <p>Diseases and Health Conditions:                      What are some diseases and health conditions that may occur during one’s lifespan? What are some potential prevention and treatment strategies?</p> <p>Safety:                      What are the causes and outcomes of intentional and unintentional injuries in adolescents and young adults? What is the purpose of prevention strategies for injuries? What is the difference between child abuse and child sexual abuse? How can you report such offenses? How can communities support and spread information about the Safe Haven Infant Protection Act?</p> <p>Medicines:                      What are the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements?</p> <p>Alcohol, Tobacco and Other Drugs:                      What are the similarities and differences of the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the U.S.?</p> <p>STD’s HIV/AIDS and Infectious Diseases:                      How can you protect yourself from STD/I’s? What are the different methods of contraception?</p> <p>Dependency/Addiction and Treatment.                      What is the difference between dependency and addiction? Who in my circle can I turn to for help? How are durations of drug abuse to the incidence of drug-related injury, illness and death correlated?                      How can communities support and spread information about the Safe Haven Infant Protection Act?</p> <p><i>Lyme Disease and Tick-Borne Illnesses:</i></p>

<p>Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem.</p> <p>Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.</p> <p>Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.</p>	<p>the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.</p> <ul style="list-style-type: none"> <li>• 2.3.12.PS.7: Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.</li> <li>• 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyber bullying, sexting).</li> <li>• 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.</li> <li>• 2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.</li> </ul> <ul style="list-style-type: none"> <li>• 2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).</li> <li>• 2.3.12.HCDM.2: Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body.</li> <li>• 2.3.12.HCDM.3: Evaluate the benefits of biomedical approaches to prevent</li> </ul>	<p>What are the symptoms and long-term health effects associated with Lyme disease and other tick-borne illnesses, and how can individuals recognize and respond to them effectively? What are the environmental factors that contribute to the spread of Lyme disease and other tick-borne illnesses, and what measures can be taken to prevent tick bites and reduce the risk of infection? How does the diagnosis and treatment of Lyme disease and other tick-borne illnesses vary, and what advancements in research and healthcare are being made to improve outcomes for affected individuals?</p> <p><b><u>Activity Description:</u></b>        Personal Growth and Development.        Begin the lesson by explaining the concept of grief and its significance in human experience. Define grief as a natural response to loss, encompassing a range of emotions such as sadness, anger, confusion, and numbness. Present the central question: "How does the experience of grief shape our understanding of ourselves, our relationships, and the world around us?"        Emphasize the interconnectedness of grief with personal identity, interpersonal connections, and worldview. Ask students to take a few moments to reflect on a significant experience of grief in their lives. Encourage them to consider the impact of this experience on their sense of self, their relationships with others, and their perception of the world.        Prompt students with questions such as:</p> <ul style="list-style-type: none"> <li>• How did you initially respond to the loss?</li> <li>• In what ways did the experience of grief change you?</li> <li>• How did it affect your relationships with family, friends, or others?</li> <li>• Did your worldview shift as a result of this experience? If so, how?</li> </ul> <p>After the reflection period, invite students to share aspects of their experiences with grief in a supportive and respectful environment. Alternatively, students can choose to share anonymously by writing their reflections on sticky notes. As each student shares, write down key insights and themes on chart paper or the whiteboard. Facilitate a group discussion around common themes that emerge from the sharing. Encourage students to explore similarities and differences in their experiences and perspectives. Transition to a creative activity to further explore the themes discussed. Students can choose from options such as:</p> <ul style="list-style-type: none"> <li>• Writing: Composing a poem, letter, or journal entry reflecting on their journey through grief and its impact on their identity and relationships.</li> </ul>
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<p>Public health policies are created to influence health promotion and disease prevention and can have global impact.</p> <p>Mental health conditions affect individuals, family members, and communities.</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>STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).</p> <ul style="list-style-type: none"> <li>• 2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).</li> <li>• 2.3.12.HCDM.5: Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).</li> <li>• 2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer’s, panic disorders, eating disorders, impulse disorders).</li> <li>• 2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual’s social, emotional and mental wellness.</li> <li>• 2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).</li> </ul>	<ul style="list-style-type: none"> <li>• Artistic expression: Creating visual art (drawing, painting, collage) that represents their experiences and emotions related to grief.</li> <li>• Music or movement: Choosing a song or dance that resonates with their feelings about grief and performing it for the class.</li> </ul> <p>Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global climate wellness (Standards in Action: <i>Climate Change</i>). Further examine the role of personal responsibility in fighting racism and hatred in the community (Holocaust Law: <i>N.J.S.A. 18A:35-28</i>).</p> <p>Relationships and Inclusion.          Discuss gender and sexual orientation; Students will identify, describe, and celebrate the influence that different world cultures have on games, sport, and dance including positive influences from LGBTQ community. (LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>)          Write a welcoming statement that promotes inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs (Diversity &amp; Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>).          Examine African Americans' role in the major sports in the United States. Pick one athlete that most intrigues you and look further into their lives. Watch the Jackie Robinson movie “42”. (Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>)          Design and create brochures, pamphlets, posters, infographic, and social media posts to effectively communicate effective points of the Safe Haven Act.</p> <p>Nutrition.          Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.</p> <p>Diseases and Health Conditions.          Predict diseases and health conditions that may occur during one’s lifespan and speculate on potential prevention and treatment strategies.</p> <p>Safety.</p>
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<b>Comprehensive Health and Physical Education Practices</b>		SS ELA
Acting as responsible and contributing member of society		<b>New Jersey Student Learning Standards #:</b> 2.1.12.PGD.2 2.1.12.PP.1 2.1.12.PP.2 2.1.12.PP.3 2.1.12.PP.5 2.1.12.EH.2 2.1.12.SSH.1 2.1.12.SSH.2: 2.1.12.SSH.6: 2.1.12.SSH.9 2.1.12.SSH.10 2.1.12.CHSS.1 2.1.12.CHSS.4 2.1.12.CHSS.5 2.1.12.CHSS.9 2.2.12.N.2 2.2.12.N.3 2.2.12.N.4 2.3.12.PS.1 2.3.12.PS.2 2.3.12.PS.3 2.3.12.PS.4 2.3.12.PS.5 2.3.12.PS.6 2.3.12.PS.7 2.3.12.PS.8 2.3.12.PS.9 2.3.12.PS.10 2.3.12.HCDM.2 2.3.12.HCDM.3 2.3.12.HCDM.4 2.3.12.HCDM.5 2.3.12.ATD.2 2.3.12.ATD.3
Building and maintaining healthy relationships		
Communicating clearly and effectively (verbal and nonverbal)		
Resolving conflict		
Attending to personal health, emotional, social and physical well-being		
Engaging in an active lifestyle		
Making decisions		
Managing-self		
Setting goals		
Using technology tools responsibly		
<b>Social and Emotional Learning: Competencies</b>	<b>Social and Emotional Learning: Sub-Competencies</b>	
Self-Management	<ul style="list-style-type: none"> <li>• Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors</li> <li>• Recognize the skills needed to establish and achieve personal and educational goals</li> <li>• Identify and apply ways to persevere or overcome barriers through</li> </ul>	

Responsible Decision-Making	alternative methods to achieve one’s goals  <ul style="list-style-type: none"> <li>• Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>• Identify the consequences associated with one’s actions in order to make constructive choices</li> <li>• Evaluate personal, ethical, safety, and civic impact of decisions</li> </ul>	2.3.12.DSDT.1 2.3.12.DSDT.2 2.3.12.DSDT.3 2.3.12.DSDT.4
Relationship Skills	<ul style="list-style-type: none"> <li>• Establish and maintain healthy relationships</li> <li>• Utilize positive communication and social skills to interact effectively with others</li> <li>• Identify ways to resist inappropriate social pressure</li> <li>• Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</li> <li>• Identify who, when, where, or how to seek help for oneself or others when needed</li> </ul>	
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
<b><u>Formative Assessments:</u></b> Teacher Observation Do Now Homework Class Participation		<b><u>Benchmarks:</u></b> Quiz Exam  <b><u>Summative Assessments:</u></b>

Portfolio Discussions Quiz Journal writing Group Assessment Group Interaction/Discussion/Computer Research Self and Peer Evaluations	Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments Reflective Paper Group Presentations
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**Differentiated Student Access to Content:  
 Teaching and Learning *Resources/Materials***

<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
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 group 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**

<b>Technology:</b> <ul style="list-style-type: none"> <li>● Laptop</li> <li>● Chromebook</li> <li>● SmartBoard</li> <li>● Internet Access</li> <li>● Projector</li> </ul>
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<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<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 assignments into segments of shorter tasks.</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>

<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept:</b> Creativity and Innovation		
	<b>Core Ideas:</b>	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.	
	<b>Performance Expectation/s:</b>	<ul style="list-style-type: none"> <li>• 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions</li> </ul>	
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>		
	Act as a responsible and contributing community members and employee. Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around		

	<p>them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p>
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X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	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>	X	Standards in Action: <i>Climate Change</i>	X	Erin's Law <i>A-769/S-1130</i>

Marking Period	Unit Title	Recommended Instructional Days
1, 2, 3, 4	Health 12	45
<b>Mental Health: Emotional and Social Wellness (2.1)</b> <b>Disciplinary Concept:</b> <b>Personal Growth and Development</b> <b>Pregnancy and Development</b> <b>Emotional Health</b> <b>Social and Sexual Health</b> <b>Community Health Services and Support</b>		<b>Recommended Activities, Investigations,          Interdisciplinary Connections, and/or Student          Experiences to Explore NJSLs-CHPE within Unit</b>
<p><b>Core Ideas:</b>          The decisions one makes can influence an individual's growth and development in all dimensions of wellness.</p> <p>There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.</p>	<p><b>Performance Expectation:</b></p> <ul style="list-style-type: none"> <li>• 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</li> <li>• 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.</li> <li>• 2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).</li> <li>• 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.</li> </ul>	

<p>There are many decisions to be made related to pregnancy and childbirth that will have short and long-term impacts.</p> <p>Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.</p>	<ul style="list-style-type: none"><li>• 2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.</li><li>• 2.1.12.PP.4: List the major milestones of each trimester of fetal development utilizing medically accurate information.</li><li>• 2.1.12.PP.5: Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).</li><li>• 2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.</li><li>• 2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.</li><li>• 2.1.12.PP.8: Assess the skills needed to be an effective parent.</li><li>• 2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information.</li><li>• 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</li><li>• 2.1.12.EH.2: Analyze factors that influence the emotional and social</li></ul>	
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<p>Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.</p> <p>How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.</p> <p>Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.</p>	<p>impact of mental health illness on the family.</p> <ul style="list-style-type: none"><li>• 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).</li><li>• 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).</li></ul> <ul style="list-style-type: none"><li>• 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.</li><li>• 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.</li><li>• 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.</li></ul> <ul style="list-style-type: none"><li>• 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).</li></ul>	
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<p>There are many factors that influence how we feel about ourselves and the decisions that we make.</p> <p>There are state and federal laws that provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.</p> <p>Healthy individuals demonstrate the ability to identify who, when, where and/or how to seek help for oneself or others.</p>	<ul style="list-style-type: none"><li>• 2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.</li><li>• 2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources.</li><li>• 2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.</li><li>• 2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.</li><li>• 2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.</li><li>• 2.1.12.SSH.10: Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.</li><li>• 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.</li><li>• 2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.</li></ul>	
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<p>Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.</p> <p>Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.</p>	<ul style="list-style-type: none"><li>• 2.1.12. CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community.</li><li>• 2.1.12.CHSS.4: Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).</li><li>• 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).</li><li>• 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.</li><li>• 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).</li><li>• 2.1.12.CHSS.8: Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.</li></ul>	
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Knowledge of and access to resources is beneficial in providing support to individuals and families dealing with difficult situations.	<ul style="list-style-type: none"> <li>• 2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.</li> </ul>	
<b>Physical Wellness (2.2)</b> <b>Disciplinary Concept:</b>		
<p><b>Core Ideas:</b>                  The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.</p>	<p><b>Performance Expectation:</b></p> <ul style="list-style-type: none"> <li>• 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.</li> <li>• 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.</li> <li>• 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.</li> <li>• 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan.</li> <li>• 2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases</li> </ul>	<p><b>Essential Question/s:</b></p> <p><b>Nutrition</b>                  What are the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health?</p> <p><b>Mental Health, Relationships &amp; Sexuality</b>                  How does the experience of grief shape our understanding of resilience, empathy, and the human capacity for growth? How do relationships evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage? How do good communication skills help form healthy relationships? How can unhealthy relationships cause emotional distress? What factors contribute to one's own personality? What are some ways to combat stress? What is the role of personal responsibility in maintaining and enhancing personal, family, community, and global climate wellness (Standards in Action: <i>Climate Change</i>)? What is Erin's law? What do we know about sexual abuse? How do we recognize sexual abuse in a relationship? (Erin's Law:A-769/S-1130) How can we help someone in an unhealthy or abusive relationship? What is sexual orientation? What can a school community do to promote respect for people of all genders, gender identities, gender expressions and sexual orientations? (LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35)                  How can a school community practice the values of tolerance towards gender and sexual orientation, race and ethnicity, disabilities, and religious groups? What is unconscious bias? How can one's bias impact society as a whole? (Diversity &amp; Inclusion: N.J.S.A. 18A:35-4.36a ) What does racism in sports look like? Who were some of the pioneering African American athletes that</p>
<b>Safety (2.3)</b>		

<p><b>Disciplinary Concept:</b>  <b>Personal Safety</b>  <b>Health Conditions, Diseases and Medicines</b>  <b>Alcohol, Tobacco and other Drugs</b>  <b>Dependency, Substances Disorder and Treatment</b></p>		<p>showed resilience in their fight against racism and segregation in sports? (Amistad Law: N.J.S.A. 18A 52:16A-88)                  How can communities support and spread information about the Safe Haven Infant Protection Act?</p>
<p><b>Core Ideas:</b>                  Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.</p>	<p><b>Performance Expectation:</b></p> <ul style="list-style-type: none"> <li>• 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).</li> <li>• 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.</li> <li>• 2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractions, seatbelt use, the use of hand-held devices).</li> <li>• 2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.</li> <li>• 2.3.12.PS.5: Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).</li> <li>• 2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and</li> </ul>	<p>What can we learn about history and the effects of prejudice and discrimination on society and its morals? (Holocaust Law: N.J.S.A. 18A:35-28)</p> <p>Diseases, Infectious Diseases and Health Conditions                  What are some diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies?</p> <p>CPR/AED &amp; Rescue Breathing                  Why are some first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies important?</p> <p>Alcohol, Tobacco, and Other Drugs                  How can you acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle? What are the differences in the incidence and impact of commonly abused substances (such as tobacco, Alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the U.S. What is the effectiveness of various strategies that support and individual's ability to stop abusing drugs and remain drug-free?</p> <p>Health Services &amp; Sports/Community Issues                  What are some health products and services based on cost, availability, accessibility, benefits, and accreditation? How does each area of health contribute to one's overall well-being?</p> <p><b>Activity Description:</b>                  Nutrition</p>
<p>State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse.</p>		

<p>Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem.</p> <p>Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.</p> <p>Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.</p>	<p>the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.</p> <ul style="list-style-type: none"> <li>• 2.3.12.PS.7: Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.</li> <li>• 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyber bullying, sexting).</li> <li>• 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.</li> <li>• 2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.</li> <li>• 2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).</li> <li>• 2.3.12.HCDM.2: Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body.</li> <li>• 2.3.12.HCDM.3: Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).</li> </ul>	<p>Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one’s health.</p> <p>Mental Health, Relationships &amp; Sexuality</p> <p>Ask each student to take a few minutes to reflect individually on a significant experience of grief they have encountered in their lives. Encourage them to consider how this experience affected their resilience, empathy towards others experiencing grief, and their personal growth. Divide the class into small groups of 4-5 students. In their groups, students should take turns sharing their reflections on grief and its impact on resilience, empathy, and growth. Encourage active listening and respectful dialogue within the groups. Each group selects a spokesperson to summarize their discussion points. Spokespersons present their group's insights to the class, highlighting common themes and differences in perspectives. Provide students with the opportunity to express their reflections creatively. This could include writing poetry, creating artwork, composing music, etc. Emphasize the importance of using creative expression as a means to process grief and promote healing. Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.</p> <p>Discuss the impact of Erin’s law; Analyze the warning signs of sexual abuse; Review Erin’s story and discuss how to speak up on sexual abuse (Erin’s Law: <i>A-769/S-1130</i>)</p> <p>Discuss gender and sexual orientation; Students will identify, describe, and celebrate the influence that different world cultures have on games, sport, and dance including positive influences from LGBTQ community. (LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>)</p> <p>Write a welcoming statement that promotes inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs (Diversity &amp; Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>).</p> <p>Design and create brochures, pamphlets, posters, infographic, and social media posts to effectively communicate effective points of the Safe Haven Act. Further examine the role of personal responsibility in fighting racism and hatred in the community. (Holocaust Law: <i>N.J.S.A. 18A:35-28</i>)</p> <p>Examine African Americans' role in the major sports in the United States. Pick one athlete that most intrigues you and look further into their lives.</p>
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<p>Public health policies are created to influence health promotion and disease prevention and can have global impact.</p> <p>Mental health conditions affect individuals, family members, and communities.</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>	<ul style="list-style-type: none"> <li>• 2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).</li> <li>• 2.3.12.HCDM.5: Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).</li> </ul> <p>2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).</p> <ul style="list-style-type: none"> <li>• 2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.</li> <li>• 2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).</li> </ul>	<p>Watch the Jackie Robinson movie "42". (Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>)</p> <p>Diseases, Infectious Diseases and Health Conditions        Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies.</p> <p>CPR/AED &amp; Rescue Breathing        Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.</p> <p>Alcohol, Tobacco, and Other Drugs        All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle. Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, Alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the U.S.</p> <p>Dependency/Addiction &amp; Treatment        Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.        Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global climate wellness (Standards in Action: <i>Climate Change</i>).</p> <p>Health Services &amp; Sports/Community Issues        Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.</p> <p><b>Interdisciplinary Connections:</b>        SS        ELA</p>
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<b>Comprehensive Health and Physical Education Practices</b>		
Acting as responsible and contributing member of society Building and maintaining healthy relationships Communicating clearly and effectively (verbal and nonverbal) Resolving conflict Attending to personal health, emotional, social and physical well-being Engaging in an active lifestyle Making decisions Managing-self Setting goals Using technology tools responsibly		
<b>Social and Emotional Learning:</b> <i>Competencies</i>	<b>Social and Emotional Learning:</b> <i>Sub-Competencies</i>	

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

Relationship Skills	<ul style="list-style-type: none"> <li>• Identify the consequences associated with one’s actions in order to make constructive choices</li> <li>• Evaluate personal, ethical, safety, and civic impact of decisions</li>   <li>• Establish and maintain healthy relationships</li> <li>• Utilize positive communication and social skills to interact effectively with others</li> </ul>	
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>	<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<u><b>Formative Assessments:</b></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><b>Benchmarks:</b></u> Quiz Exam  <u><b>Summative Assessments:</b></u> Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments Reflective Paper Group Presentations	
<b>Differentiated Student Access to Content:          Teaching and Learning Resources/Materials</b>		

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.
<b>Supplemental Resources</b>			
<b>Technology:</b> <ul style="list-style-type: none"> <li>● Laptop</li> <li>● Chromebook</li> <li>● SmartBoard</li> <li>● Internet Access</li> <li>● Projector</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
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	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling,	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities and connect

including DVD's pamphlets and handouts.	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.	including use of online bilingual dictionaries, and modified assessment and/or rubric.	students to related talent development opportunities.
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<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept:</b> Global and Cultural Awareness	
	<b>Core Ideas:</b>	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
	<b>Performance Expectation/s:</b>	9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.	

X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	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>	X	Standards in Action: <i>Climate Change</i>	X	Erin's Law <i>A-769/S-1130</i>

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