

Hainesport Township School District
211 Broad Street Hainesport, NJ 08036



Course Title: Physical Education Grade: 6-8
Board of Education Adoption Date: 3/28/2013
Board of Education Re-adoption Date: January 29, 2019
Revised: January 5, 2023

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[2020 NJSLs - Comprehensive Health and Physical Education \(Grades 6-8\)](#)

[Statement of Acting Education Commissioner Allen-McMillan - May 4,](#)

[2022 Introduction](#)

Comprehensive Health and Physical Education

Successful preparation of students for the opportunities, rigors and advances of the 21st Century cannot be accomplished without a strong and sustained emphasis on the health and wellness of all students. Today's students are continually bombarded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. To that end, the New Jersey Student Learning Standards - Comprehensive Health and Physical Education (NJSLs-CHPE) were revised to address the need for students to gain knowledge and skills in caring for themselves, interact effectively with others, and analyze the impact of choices and consequences. The NJSLs-CHPE mission and vision reflects this perspective:

Mission

All students will acquire the knowledge and skills of what is most essential to become individuals who possess health and physical literacy and pursue a life of wellness by developing the habits necessary to live healthy, productive lives that positively impact their families, schools and communities.

Vision

A quality comprehensive health and physical education program fosters a population that:

- Maintains mental health awareness and relies on social/emotional support systems;
- Engages in a physically active lifestyle;
- Maintains awareness of health and wellness and how to access resources;
- Recognizes the influence of media, peers, technology, and cultural norms in making informed health-related decisions as a consumer of health products and wellness services;

- Practices effective cross-cultural communication and conflict resolution skills;
- Builds and maintains healthy relationships;
- Accepts and respects individual and cultural differences; and
- Advocates for personal, family, community, and global wellness and is aware of local, national and global public health and climate change issues.

Spirit and Intent

The (NJSL-CHPE) highlights the expectation that all students participate in a high-quality, K–12 sequential, health and physical education program that emphasizes 21st Century skills and interdisciplinary connections to empower students to live a healthy active lifestyle. The standards provide a blueprint for curriculum development, instruction, and assessment, and reflect the latest research for effective health and physical education programs. The primary focus of the standards consists of the development of concepts and skills that promote and influence healthy behaviors.

Revised Standards

Framework for NJ Designed Standards

The design of this version of the NJSL – Comprehensive Health and Physical Education is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of comprehensive health and physical education as stated in the beginning of this document;
- foster greater coherence and appropriate progressions across grade bands;
- establish meaningful connections among the major areas of study within comprehensive health and physical education;
- prioritize the important ideas and core processes that are central to comprehensive health and physical education and have lasting value beyond the classroom; and
- reflect the habits of mind central to comprehensive health and physical education that lead to post-secondary success.

Comprehensive Health and Physical Education Practices

The ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

Practice	Description
Acting as responsible and contributing member of society	Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.
Building and maintaining healthy relationships	Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
Communicating clearly and effectively (verbal and nonverbal)	Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
Resolving conflict	Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.

<p>Attending to personal health, emotional, social and physical well-being</p>	<p>Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.</p>
<p>Engaging in an active lifestyle</p>	<p>Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.</p>
<p>Making decisions</p>	<p>Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.</p>
<p>Managing-self</p>	<p>Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.</p>
<p>Setting goals</p>	<p>Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.</p>

Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.
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Standards in Action: Climate Change

The impact of climate change on human health is a significant threat to our way of life. The human induced climate change is increasing nationwide. Rising greenhouse gas, increasing temperature changes, the changes of intensity of extreme weather events and the rising sea levels are endangering our food supplies, the quality of the air we breathe, and increasing diseases through our water, and through transmitted vector diseases from mosquitoes and ticks. No one is exempt, some people will be exposed by threats sooner and others are exposed to these threats not previously experienced in their region or location. This is also true to our health and physical education students who are thrust into this complex issue in where they live. Through comprehensive health and physical education, students have opportunities in class and through design thinking programs to foster the skills associated with complex, creative problem solving and promote a work culture to build capacity for economic and social change. The goal is to raise awareness, understand how to leverage resources in their community and to create solutions for a healthier future of a lifestyle of wellness.

New Jersey Technology Standards

[2020 New Jersey Student Learning Standards: Computer Science and Design Thinking](#)

New Jersey Career Readiness, Life Literacies, and Key Skills Standards

[2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies & Key Skills](#)

New Jersey Climate Change Standards

[2020 New Jersey Student Learning Standards: Climate Change](#)

Pacing Guide

Topic	Unit	Unit Length
2.1 Personal and Mental Health	Health - I	5 Weeks
2.2 Physical Wellness	PE - I	Ongoing
2.3 Safety/Substance Awareness	Health - II	5 Weeks

6th-8th Grade Pacing Information:

All 6th-8th Grade students will have Health for 1 Marking Period of the school year. Unit 1, Personal and Mental Health, will be covered in approximately the first 4-6 class periods of the Marking Period. This will include all standards involving Pregnancy and Parenting, Social & Sexual Health, and Community Health Services and Support. All lessons will be accessible via the Google Classroom to support school-home connections.

Lessons are available in advance by request.

Unit 2.1: Personal and Mental Health Curriculum Area: Health Education Unit Length: 10 weeks	Grade Level: 6-8
Unit Overview	
<p>This unit begins to development of self-awareness and promote healthy habits that leads to a healthy lifestyle. This unit well begin the development of individual in a family and relationship to the community. In this unit, students will develop their sense of “awareness”.</p>	
Comprehensive Health and Physical Education Practices	
<ul style="list-style-type: none"> ● Attending to personal health, emotional, social and physical well-being ● Managing-self ● Acting as responsible and contributing member of society ● Building and maintaining healthy relationships ● Communicating clearly and effectively (verbal and nonverbal) ● Resolving conflict ● Making decisions ● Setting goals 	
Enduring Understandings	Essential Questions
<p>There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.</p> <p>Substance abuse is caused by a variety of factors.</p> <p>There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.</p> <p>Healthy relationships require a mutual commitment.</p>	<p>What are good habits related to hygiene?</p> <p>What are the consequences (especially unforeseen) of our choices in terms of wellness?</p> <p>What causes optimal growth and development?</p> <p>What is the difference between healthy and unhealthy risks?</p> <p>Why do we sometimes take risks that can cause harm to ourselves or others?</p>

Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.

Responsible actions regarding sexual behavior impact the health of oneself and others.

Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.

Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood.

How do you know whether or not health information is accurate?

How do I overcome negative influences when making decisions about my personal health?

How can you inspire others to address health issues?

Where do I go to access information about good health and fitness services?

What makes a Healthy decision?

What are the consequences (especially unforeseen) of our choices in terms of wellness?

What causes optimal growth and development?

What makes a food healthy?

District/School Supplementary Resources

- www.TeacherTube.com
- www.health.gov
- www.nj.pbslearningmedia.org
- www.nj.gov/education/modelcurriculum/peh/
- www.acefitness.org
- www.Promethanplanet.com
- Physical Education Handbook
- Pedometers Handbook
- N.J. Educator Resource Exchange
- www.discoveryeducation.com
- www.catch.org
- www.MyPlate.com
- Ready to use P.E. Activities Workbook
- www.gonoodle.com
- Phillies Phitness Program
- NJ SNAP-Ed Program Rutgers Cooperative Extension of Burlington County
- [Shape America Appropriate Practices in School-Based Health Education Guidance](#)
- [Google Classroom Lessons](#)

District/ School Formative Assessment Plan

District/ School Summative Assessment Plan

<ul style="list-style-type: none"> ● Teacher Observation ● Quizzes/Test ● Group Projects/Discussions ● Performance Tasks 	<ul style="list-style-type: none"> ● Evaluation of Standards-based Performance Tasks
Instructional Best Practices	
<ul style="list-style-type: none"> ● Identifying Similarities and Differences ● Reinforcing Effort and Providing Recognition ● Practice ● Modeling ● Cooperative Learning ● Setting Objectives and Providing Feedback ● Cues and Questions ● Gradual Release of Responsibility 	<ul style="list-style-type: none"> ● Checks for Understanding ● Diagrams, Charts and Graphs ● Coaching ● Visuals ● Collaborative Problem Solving ● Active Engagement Strategies ● Required Physical Education Artifacts
Career Readiness, Life Literacies, and Key Skills	
Core Ideas	Performance Expectations
<ul style="list-style-type: none"> ● Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them. 	<p>9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.</p>
<ul style="list-style-type: none"> ● Individuals can use their talents, resources, and abilities to give back. 	<p>9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.</p>
<ul style="list-style-type: none"> ● The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen. 	<p>9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance. • 9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.</p>
Interdisciplinary Connections	

Science

Knowing the anatomy of the body.
Introduction to systems of the body. Introduction to organs.

Mathematics

Counting and Cardinality
Know number names and the count sequence.
Reason abstractly and quantitatively.

Language Arts

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

NJSLS 2020 - Computer Science and Design Thinking

Core Idea	Performance Expectation
The study of human–computer interaction can improve the design of devices and extend the abilities of humans.	8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
People use digital devices and tools to automate the collection, use, and transformation of data. The way data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data.	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
Computer models can be used to simulate events, examine theories and inferences, or make predictions.	8.1.8.DA.5: Test, analyze, and refine computational models. **8.1.8.DA.6: Analyze climate change computational models and propose refinements. **Climate Change Standard

Climate Change Standards

Core Idea	Performance Expectation
<ul style="list-style-type: none"> • People in the community work to keep us safe. 	2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.

NJSLS Learning Plan

2.1a: Personal Growth and Development

Core Idea	Performance Expectations
<ul style="list-style-type: none">Individual actions, genetics, and family history can play a role in an individual's personal health.	2.1.8.PGD.1: Explain how appropriate health care can promote personal health. 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health. 2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.
<ul style="list-style-type: none">Responsible actions regarding behavior can impact the development and health of oneself and others.	2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.

2.1b: Pregnancy and Parenting

Core Idea	Performance Expectations
8th Grade: <ul style="list-style-type: none">An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.	8th Grade: 2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption. 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth. 2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.
8th Grade: <ul style="list-style-type: none">There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.	8th Grade: 2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families. 2.1.8.PP.5: Identify resources to assist with parenting.

2.1c: Emotional Health

Core Idea	Performance Expectations
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<ul style="list-style-type: none"> Self-management skills impact an individual’s ability to cope with different types of mental, psychological, and emotional situations. 	<p>2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).</p> <p>2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.</p>
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2.1d: Social and Sexual Health

Core Idea	Performance Expectations
<ul style="list-style-type: none"> Inclusive schools and communities are accepting of all people and make them feel welcome and included. 	<p>2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.</p> <p>2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.</p>
<ul style="list-style-type: none"> Relationships are influenced by a wide variety of factors, individuals, and behaviors. 	<p>2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships</p> <p>2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.</p> <p>2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.</p> <p>2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.</p>

<p>8th Grade</p> <ul style="list-style-type: none"> There are factors that contribute to making healthy decisions about sex. 	<p>8th Grade</p> <p>2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.</p> <p>2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).</p> <p>2.1.8.SSH.9: Define sex.</p> <p>2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).</p> <p>2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV). <i>*Sample Lesson</i></p>
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2.1e: Community Health Services and Support

Core Idea	Performance Expectations
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<ul style="list-style-type: none"> Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community. 	<p>2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).</p> <p>2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.</p> <p>2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.</p> <p>8th Grade:</p> <p>2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.</p> <p>8th Grade:</p> <p>2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.</p>
<ul style="list-style-type: none"> Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health. 	<p>2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.</p> <p>***2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.</p> <p>***Climate Change Standard</p>
<ul style="list-style-type: none"> Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial. 	<p>2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.</p>

Unit 2.2: Physical Wellness Curriculum Area: Physical Education Unit Length: Ongoing	Grade Level: 6-8
Unit Overview	
<p>Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills. This unit focuses on developing the necessary skill sets to competently use physical activity as a means to a healthier life. There are immediate benefits of proper fitness including maintaining a healthy weight, feeling more energetic, and promoting a better outlook. Participating in team and individual sports and other forms of physical activity can boost self-confidence, provide opportunities for social interaction, and offer a chance to have fun. The following learning opportunities encourage students to develop an understanding of fitness and the fitness strategies.</p>	
Comprehensive Health and Physical Education Practices	
<ul style="list-style-type: none"> ● Engaging in an active lifestyle ● Attending to personal health, emotional, social and physical well-being ● Managing-self ● Making decisions ● Setting goals 	
Enduring Understandings	Essential Questions
<p>Movement Skills and Concepts Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments.</p> <p>Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.</p>	<p>Movement Skills and Concepts How can understanding movement concepts improve my performance? How can I make movement more interesting, fun, and enjoyable? How does my use of movement influence that of others? What is movement? Do all move the same way?</p>

Physical Fitness

Using health-enhancing personal, interpersonal, and life skills will support a healthy, active lifestyle.

Everyone benefits from volunteering.

Sportsmanship, safety and maintaining a positive mental attitude will lead to lifelong fitness.

Being a good or bad sport affects everyone.

Safe, efficient, and effective movement develops and maintains a healthy, active lifestyle

Moving safely, effectively, and efficiently makes you feel good.

Sportsmanship, safety and maintaining a positive mental attitude will lead to lifelong fitness.

Being a good or bad sport affects everyone

Lifelong Fitness:

Children who regularly participate in physical activity tend to stay active throughout their lives.

In the long term, regular physical activity can help prevent heart disease, diabetes, and other medical problems later in life.

Getting active and staying active is a key component of a healthy lifestyle.

Nutrition:**Physical Fitness**

What is fitness?

What is wellness?

How can I improve my fitness and wellness?

What is a volunteer?

Who benefits from volunteering?

Why do we follow rules?

Why is following directions important?

Why do we move?

Do we move without thinking?

What would life be like if you couldn't control your movement? Why is sportsmanship important?

Why do we have rules?

Why should we have positive attitudes?

What is sportsmanship?

Why do we follow rules?

Lifelong Fitness:

Why is it so difficult to become healthy and physically fit?

Why is it even harder to stay healthy and physically fit?

How can I set challenging fitness goals that help me stay committed to wellness?

Nutrition:

<p>Categorize foods as healthy or unhealthy.</p> <p>Identify the food groups food belongs to.</p> <p>Food choices affect health.</p> <p>Poor food choices harm health.</p> <p>Large portion sizes affect one’s health and perception of healthy eating.</p> <p>Diseases and physical conditions can limit a person’s food choices.</p> <p>Methods to make food production more profitable can affect the health of the consumer.</p>	<p>What is healthy eating? What makes a food healthy?</p> <p>How do you know a food is healthy?</p> <p>Are you a healthy eater? How would you know?</p> <p>What are appropriate portion sizes?</p> <p>How can a diet for one person be unhealthy for another?</p> <p>Why is breakfast important?</p> <p>Why is knowing how our food is produced important to our health?</p>
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District/School Supplementary Resources

www.TeacherTube.com www.discoveryeducation.com www.health.gov
www.nj.pbslearningmedia.org www.catch.org www.usa.gov
www.nj.gov/education/modelcurriculum/peh/ www.MyPlate.com
www.acefitness.org Ready to use P.E. Activities Workbook
www.Promethanplanet.com
Physical Education Handbook www.gonoodle.com
Pedometers Handbook Phillie Phanatic Program
N.J. Educator Resource Exchange NJ SNAP-Ed Program Rutgers Cooperative Extension of Burlington County

District/ School Formative Assessment Plan	District/ School Summative Assessment Plan
<ul style="list-style-type: none"> ● Teacher Observation ● Quizzes/Test ● Group Projects/Discussions ● Performance Tasks 	<ul style="list-style-type: none"> ● Performance Tasks ● Presidential Fitness Test

Instructional Best Practices

- Identifying Similarities and Differences
- Reinforcing Effort and Providing Recognition
- Practice
- Modeling
- Cooperative Learning
- Setting Objectives and Providing Feedback
- Cues and Questions
- Gradual Release of Responsibility

- Checks for Understanding
- Diagrams, Charts and Graphs
- Coaching
- Visuals
- Collaborative Problem Solving
- Active Engagement Strategies
- Required Physical Education Artifacts

Career Readiness, Life Literacies, and Key Skills

Core Ideas

Performance Expectations

There are actions an individual can take to help make this world a better place.

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

There is a relationship between an individual's values, emotions, and the ways he/she chooses to spend money.

9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.

External factors can influence the items that an individual wants or needs.

- 9.1.2.FP.2: Differentiate between financial wants and needs.
- 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

Interdisciplinary Connections

Mathematics

Counting and Cardinality

Know number names and the count sequence.

Reason abstractly and quantitatively.

Language Arts

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

NJSLS 2020 - Computer Science and Design Thinking

Core Idea	Performance Expectation
Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.	8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
Individuals collect, use, and display data about individuals and the world around them.	8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

NJSLS Learning Plan

2.2a: Movement Skills and Concepts

Core Idea	Performance Expectations
<ul style="list-style-type: none"> Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). 	2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
<ul style="list-style-type: none"> Feedback from others and self-assessment impacts performance of movement skills and concepts. 	2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.

<ul style="list-style-type: none"> Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities. 	<p>2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.</p> <p>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</p> <p>2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</p>
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2.2b: Physical Fitness

Core Idea	Performance Expectations
<ul style="list-style-type: none"> A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)). 	<p>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</p> <p>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p> <p>2.2.8.PF.3: Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).</p> <p>2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.</p> <p>2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.</p>

2.2c: Lifelong Fitness

Core Idea	Performance Expectations
<ul style="list-style-type: none"> Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness. 	<p>2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.</p> <p>2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</p> <p>2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.</p>

	<p>2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</p> <p>2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.</p>
<ul style="list-style-type: none"> Community resources can provide participation in physical activity for self and family members. 	<p>2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.</p> <p>2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.</p>
2.2d: Nutrition	
Core Idea	Performance Expectations
<ul style="list-style-type: none"> Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness. 	<p>2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.</p> <p>2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.</p> <p>2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.</p> <p>2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).</p>
Key Vocabulary for the Strands	
<p>Defense, Offense, Competition, Strategies, space, speed, force, projection, tempo, pathways, recreational activities, cultures, Team Sports, Body Mechanics, Recreational Activities, Fitness Activities, Basic movements skills & coordination, Basic Stunts & Tumbling, Physical Challenges, Health, Nutrition, Sportsmanship, teammates, fair play, environment & field / court</p>	
Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students
<ul style="list-style-type: none"> Demonstrate/model activity Partner assisted 	<ul style="list-style-type: none"> Use well-defined boundaries Get a written list of instructions

<ul style="list-style-type: none"> ● Disregard time limits ● Oral prompt ● More space between students ● Preferred position ● Simplify patterns ● Reduce number of actions ● Ask for a repeat of the directions 	<ul style="list-style-type: none"> ● Provide a buddy/partner ● Preview skills for upcoming classes ● Demonstrate/model activity ● Disregard time limits ● Oral prompt ● More space between students ● Preferred position ● Simplify patterns ● Reduce number of actions ● Ask for a repeat of the directions
Accommodations for English Language Learners	Accommodations for Gifted Students
<ul style="list-style-type: none"> ● Demonstrate/model activity ● Partner assisted ● Disregard time limits ● Provide pictorial of rules, directions, or process ● Ask for a repeat of the directions 	<ul style="list-style-type: none"> ● Explain alternate moves ● Create game extensions ● Draw/Write summary of class
Required Activities	Suggested Activities
<ul style="list-style-type: none"> ● Instant Activity/Warm-Up ● Closure ● Whole Group ● Small Groups ● Modeling ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson ● Stations ● Modified Activities 	<ul style="list-style-type: none"> ● Reflection ● Goal Setting ● Real World Connection ● Accessing Prior Experiences

Unit 2.3: Safety Curriculum Area: Health Education Unit Length: 10 weeks	Grade Level: 6-8
Unit Overview	
<p>This unit reveals the perils of drugs, tobacco and alcohol usage. This unit will promote healthy lifestyles and encourage applying knowledge of the unhealthy risks to determine healthy choices.</p>	
Comprehensive Health and Physical Education Practices	
<ul style="list-style-type: none"> ● Attending to personal health, emotional, social and physical well-being ● Managing-self ● Acting as responsible and contributing member of society ● Building and maintaining healthy relationships ● Communicating clearly and effectively (verbal and nonverbal) ● Resolving conflict ● Making decisions ● Setting goals ● Using technology tools responsibly 	
Enduring Understandings	Essential Questions
<p>An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices.</p> <p>Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.</p>	<p>How do I make the "right" decisions in the face of peer, media and other pressures?</p> <p>Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?</p>

There are many short and long term health benefits and risks associated with nutritional choices.

Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.

Being constantly aware of the environment and taking safety precautions can reduce the risk of injury to oneself.

Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health.

Understanding all sides of an issue are important to develop an informed opinion.

Staying healthy is a lifelong process that includes all dimensions of wellness.

Eating patterns are influenced by a variety of factors.

The early detection and treatment of diseases and health conditions impact one's health.

Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.

Applying first-aid procedures can minimize injury and save lives.

Social and emotional development impacts all components of wellness.

What are the actions that illegal drugs cause on Physical Health?

Why does one person become an addict, and another does not?

How can legal action limit opportunities?

Why does one person become an addict, and another does not?

District/School Supplementary Resources

www.TeacherTube.com	www.discoveryeducation.com	www.health.gov
www.nj.pbslearningmedia.org	www.catch.org	www.usa.gov
www.nj.gov/education/modelcurriculum/peh/	www.MyPlate.com	www.acefitness.org
Ready to use P.E. Activities Workbook	www.Promethanplanet.com	
Physical Education Handbook	www.gonoodle.com	
Pedometers Handbook	Phillies Phitness Program	
N.J. Educator Resource Exchange	NJ SNAP-Ed Program Rutgers Cooperative Extension of Burlington County	

District/ School Formative Assessment Plan

- Teacher Observation
- Quizzes/Test
- Group Projects/Discussions
- Performance Tasks

District/ School Summative Assessment Plan

- Performance Tasks

Instructional Best Practices

- Identifying Similarities and Differences
- Reinforcing Effort and Providing Recognition
- Practice
- Modeling
- Cooperative Learning
- Setting Objectives and Providing Feedback
- Cues and Questions
- Gradual Release of Responsibility

- Checks for Understanding
- Diagrams, Charts and Graphs
- Coaching
- Visuals
- Collaborative Problem Solving
- Active Engagement Strategies
- Required Physical Education Artifacts

Career Readiness, Life Literacies, and Key Skills	
Core Ideas	Performance Expectations
There are actions an individual can take to help make this world a better place.	9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
There is a relationship between an individual’s values, emotions, and the ways he/she chooses to spend money.	9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
External factors can influence the items that an individual wants or needs.	<ul style="list-style-type: none"> • 9.1.2.FP.2: Differentiate between financial wants and needs. • 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
Interdisciplinary Connections	
<p><u>Mathematics</u> Counting and Cardinality Know number names and the count sequence. Reason abstractly and quantitatively.</p> <p><u>Language Arts</u> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	
NJSLS 2020 - Computer Science and Design Thinking	
Core Idea	Performance Expectation
Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.	8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Individuals collect, use, and display data about individuals and the world around them.	8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
NJSLS Learning Plan	
2.3a Personal Safety	
Core Idea	Performance Expectations
Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.	2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).
<p>8th Grade: Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.</p>	<p>8th Grade: 2.3.8.PS.2: Define sexual consent. 2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence). 2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth. 2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).</p>
Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.	2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion). 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).
2.3b Health Conditions, Diseases and Medicines	

Core Idea	Performance Expectations
<p>Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.</p>	<p>2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.</p> <p>2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.</p> <p>2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).</p> <p>2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).</p> <p>2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.</p>
<p>The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.</p>	<p>2.3.8.HCDM.6: Explain how the immune system fights disease.</p> <p>2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.</p>
<p>2.3.c Alcohol, Tobacco and other Drugs</p>	
Core Idea	Performance Expectations
<p>The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.</p>	<p>2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.</p> <p>2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision making, consent, and risk for sexual assault and abuse.</p> <p>2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.</p>

	<p>2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.</p> <p>2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.</p>
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2.3.d Dependency, Substances Disorder and Treatment

Core Idea	Performance Expectations
<p>A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.</p>	<p>2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.</p> <p>2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.</p>
<p>The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.</p>	<p>2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.</p> <p>2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.</p> <p>2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.</p>

Key Concepts

<ul style="list-style-type: none"> ● Safety in the home ● Safety in cars, on bikes, and on the road. ● Medicines ● Smoking and the body 	<ul style="list-style-type: none"> ● Stranger danger vs Friend/Acquaintance danger ● Drugs and alcohol dependence ● Drugs, alcohol, tobacco, and pregnancy
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Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students
<ul style="list-style-type: none"> ● Demonstrate/model activity ● Partner assisted ● Disregard time limits ● Oral prompt ● More space between students ● Preferred position ● Simplify patterns ● Reduce number of actions ● Ask for a repeat of the directions 	<ul style="list-style-type: none"> ● Use well-defined boundaries ● Get a written list of instructions ● Provide a buddy/partner ● Preview skills for upcoming classes ● Demonstrate/model activity ● Disregard time limits ● Oral prompt ● More space between students ● Preferred position ● Simplify patterns ● Reduce number of actions ● Ask for a repeat of the directions
Accommodations for English Language Learners	Accommodations for Gifted Students
<ul style="list-style-type: none"> ● Demonstrate/model activity ● Partner assisted ● Disregard time limits ● Provide pictorial of rules, directions, or process ● Ask for a repeat of the directions 	<ul style="list-style-type: none"> ● Research Task ● Draw/Write summary of class
Required Activities	Suggested Activities
<ul style="list-style-type: none"> ● Instant Activity/Warm-Up ● Closure ● Whole Group 	<ul style="list-style-type: none"> ● Reflection ● Goal Setting ● Real World Connection

- Small Groups
- Modeling
- Independent Practice
- PBIS Implementation
- Identify and review objectives for lesson
- Stations
- Modified Activities

- Accessing Prior Experiences

Hainesport Township School District
211 Broad Street Hainesport, NJ 08036



Course Title: Comprehensive Health & Physical Education
Grade(s): 6th through 8th Grade
Standards: NJSLS-CHPE June 2020

6th-8th Grade

Unit	Weeks	Standards/ Assessment	Focus Skills
Rules & Procedures	1 week	2.1.8.EH.1 2.1.8.EH.2	<ul style="list-style-type: none"> ● 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). ● 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
Unit 1- Personal and Mental Health	1 week	2.1.8.PGD.1 2.1.8.PGD. 2 2.1.8.PGD.3 2.1.8.PGD.4	<ul style="list-style-type: none"> ● 2.1.8.PGD.1: Explain how appropriate health care can promote personal health. ● 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health. ● 2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies. ● 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.
	1 week	2.1.8.PP.1 2.1.8.PP.2 2.1.8.PP.3 2.1.8.PP.4 2.1.8.PP.5	<ul style="list-style-type: none"> ● 8th Grade: ● Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption. ● 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth. ● 2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care. ● 2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families. ● 2.1.8.PP.5: Identify resources to assist with parenting.
	1 week	2.1.8.EH.1 2.1.8.EH.2	<ul style="list-style-type: none"> ● 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). ● 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
	1 week	2.1.8.SSH.1 2.1.8.SSH.2 2.1.8.SSH.3 2.1.8.SSH.4 2.1.8.SSH.5 2.1.8.SSH.6 2.1.8.SSH.7	<ul style="list-style-type: none"> ● 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation. ● 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community. ● 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships ● 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships. ● 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships. ● 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.

		<p>2.1.8.SSH.8 2.1.8.SSH.9 2.1.8.SSH.10 2.1.8.SSH.11</p>	<ul style="list-style-type: none"> ● 8th Grade ● 2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors. ● 2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances). ● 2.1.8.SSH.9: Define sex. ● 2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom). ● 2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV). <i>*Sample Lesson</i>
	1 week	<p>2.1.8.CHSS.1 2.1.8.CHSS.2 2.1.8.CHSS.3 2.1.8.CHSS.4 2.1.8.CHSS.5 2.1.8.CHSS.6 2.1.8.CHSS.7 2.1.8.CHSS.8</p>	<p>2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).</p> <p>2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.</p> <p>2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.</p> <p>8th Grade:</p> <p>2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.</p> <p>8th Grade:</p> <p>2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.</p> <ul style="list-style-type: none"> ● 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting. ● 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change. ● 2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.
Unit 2- Physical Wellness	10 weeks	<p>2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.3 2.2.8.MSC.4 2.2.8.MSC.5 2.2.8.MSC.6 2.2.8.MSC.7</p>	<ul style="list-style-type: none"> ● 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). ● 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. ● 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). ● 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills. ● 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.

			<ul style="list-style-type: none"> ● 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. ● 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
	10 weeks	2.2.8.PF.1 2.2.8.PF.2 2.2.8.PF.3 2.2.8.PF.4 2.2.8.PF.5	<ul style="list-style-type: none"> ● 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. ● 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity. ● 2.2.8.PF.3: Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames). ● 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program. ● 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
	10 weeks	2.2.8.LF.1 2.2.8.LF.2 2.2.8.LF.3 2.2.8.LF.4 2.2.8.LF.5 2.2.8.LF.6 2.2.8.LF.7	<ul style="list-style-type: none"> ● 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. ● 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime. ● 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities. ● 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities. ● 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities. ● 2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities. ● 2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.
	4 weeks	2.2.8.N.1 2.2.8.N.2 2.2.8.N.3 2.2.8.N.4	<ul style="list-style-type: none"> ● 2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits. ● 2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights. ● 2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans. ● 2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).
Unit 3- Safety	2 weeks	2.3.8.PS.1 2.3.8.PS.2 2.3.8.PS.3 2.3.8.PS.4 2.3.8.PS.5 2.3.8.PS.6 2.3.8.PS.7	<ul style="list-style-type: none"> ● 2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence). ● 8th Grade: ● 2.3.8.PS.2: Define sexual consent. ● 2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence). ● 2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.

			<ul style="list-style-type: none"> ● 2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs). ● 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion). ● 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).
	1 week	2.3.5.HCDM.1 2.3.5.HCDM.2 2.3.5.HCDM.3	<ul style="list-style-type: none"> ● 2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions. ● 2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors. ● 2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer). ● 2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV). ● 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission. ● 2.3.8.HCDM.6: Explain how the immune system fights disease. ● 2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.
	1 week	2.3.8.ATD.1 2.3.8.ATD.2 2.3.8.ATD.3 2.3.8.ATD.4 2.3.8.ATD.5	<ul style="list-style-type: none"> ● Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically. ● Relate the use of alcohol and other drugs to decision making, consent, and risk for sexual assault and abuse. ● Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs. ● Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory. ● Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.
	1 week	2.3.8.DSDT.1 2.3.8.DSDT.2 2.3.8.DSDT.3 2.3.8.DSDT.4 2.3.8.DSDT.5	<ul style="list-style-type: none"> ● Summarize the signs and symptoms of alcohol, tobacco, and drug disorders. ● Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level. ● Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being. ● Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members. ● Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.