

# PITTSGROVE TOWNSHIP SCHOOL DISTRICT



<b>Course Name: Health and Physical Education</b>	<b>Grade Level(s): 6</b>
<b>Department: Health and Physical Education</b>	<b>Credits: N/A</b>
<b>BOE Adoption Date: 9/15/2022</b>	<b>Revision Date(s):</b>

## Course Description

Students will be able to identify ways to increase and maintain mental, emotional, social and physical health. Students will be able to make appropriate decisions when faced with difficult situations using a variety of skills and strategies. The students will be able to use effective interpersonal communication to express and cope with various emotions and difficult events. Students will learn to respect and accept individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture. Students will learn about the dangers of alcohol, tobacco, vapes, and drugs; students will learn a variety of refusal skills in order to say “no” to these unhealthy substances. The students will be able to explain a variety of effective fitness principles that over time enhance personal fitness level, performance and health status. Students will gain a variety of strategies and knowledge about healthy fitness habits that will support them to plan and stay healthy throughout their lifetime. The students will be able to understand the fundamentals of movement such as: locomotor, non-locomotor and manipulative skills. Students will gain an understanding of spatial awareness, body awareness and qualities of movement. These skills are used in games, sports, dance, recreational activities, and lifelong activities.

## Mission Statement

***The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.***

### **Curriculum & Instruction Goals**

To ensure the District continues to work toward its mission of growing all learners both academically and personally, the following curriculum and instruction goals direct the conversation:

**Goal(s):**

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum Pre-K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

### **How to Read this Document**

This curricular document contains both *pacing guides* and *curriculum units*. The pacing guides serve to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course well as how students will be assessed.

## Pacing Guide

**Course Title: Health and Physical Education**

**Prerequisite(s): 5th grade Health and Physical Education**

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
<b>Alcohol, Tobacco, and Drugs</b>	<b>15 days</b>	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 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	<p>Students will be able to 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>Students will be able to determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco, and other drugs.</p> <p>Students will be able to relate the use of alcohol, tobacco, and other drugs to decision-making, consent, and risk for sexual assault and abuse.</p> <p>Students will be able to explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction</p>	<p>Students will discuss 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>Students will discuss the factors that contribute to different rules, laws and policies regarding substance use. Students will learn the relationship between the use of substances and decision-making.</p> <p>Students will be able to identify the impact of alcohol and other drugs on a person’s mental, emotional, and physical health.</p> <p>Students will discuss the signs and symptoms of alcohol. Tobacco, and drug disorders.</p>

			<p>time, judgment, and memory.</p> <p>Students will be able to analyze how the influence of peers and different social settings can result in positive and/or negative outcomes.</p> <p>Students will gain an understanding of the signs and symptoms of alcohol, tobacco, and drug disorders.</p> <p>Students will be able to identify the various services available for individuals affected by substance disorders in the community and at the state level.</p>	<p>Students will research and discuss the various services available to individuals with substance disorders.</p>
<p><b>Personal Health and Safety</b></p>	<p><b>15 days</b></p>	<p>2.3.8.PS.1 2.3.8.PS.2 2.3.8.PS.4 2.3.8.PS.5 2.3.8.PS.6 2.3.8.PS.7</p>	<p>Students will be able to 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.</p> <p>Students will be able to determine the effectiveness of laws designed to keep children and adolescents healthy and safe, including social media safety.</p>	<p>Students will gain knowledge of the laws designed to keep children and adolescents healthy and safe, including social media safety.</p> <p>Students will learn about the degree of risk in different situations and will learn a variety of strategies needed to reduce injuries to self and others.</p>
<p><b>Reproductive</b></p>	<p><b>15 days</b></p>	<p>2.1.8.PGD.1</p>	<p>Students will be able to explain</p>	<p>Students will learn how appropriate</p>

<p><b>Health</b></p>		<p>2.1.8.PGD.2 2.1.8.PGD.3</p>	<p>how appropriate health care can promote personal health.</p> <p>Students will be able to analyze how genetics and family history can impact personal health.</p> <p>Students will be able to describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.</p>	<p>health care can promote personal health.</p> <p>Students will discuss how genetics and family history can impact personal health.</p> <p>Students will learn about the human reproductive systems and their functions.</p>
<p><b>Emotional Health/Advocacy</b></p>	<p>15 days</p>	<p>2.1.8.EH.1 2.1.8.EH.2 2.1.8.SSH.6 2.1.8.CHSS.1 2.1.8.CHSS.2 2.1.8.CHSS.6 2.1.8.CHSS.7 2.1.8.CHSS.8</p>	<p>Students will be able to compare and contrast stress management strategies that are used to address various types of stress-induced situations.</p> <p>Students will understand how personal attributes, resiliency, and protective factors support mental and emotional health.</p> <p>Students will understand how culture influences the way families cope with traumatic situations, crisis, and change.</p> <p>Students will be able to identify what professionals are available at school and in the community that</p>	<p>Students will discuss the different stress management strategies that can be used to address various types of stressful situations.</p> <p>Students will discuss how personal attributes, resiliency, and protective factors support mental and emotional health.</p> <p>Students will gain knowledge on how culture influences the way families cope with traumatic situations, crisis, and change.</p> <p>Students will discuss what professionals are available at the school and community level that can assist in a variety of health</p>

			<p>can assist in a variety of health conditions and emergencies.</p> <p>Students will be able to describe the state and federal laws related to age of consent, minors ability to consent to health care, confidentiality in a healthcare setting, sexting, etc.</p> <p>Students will be able to develop an advocacy plan regarding a health issue and share this information in an appropriate setting.</p> <p>Students will understand how difficult situations can lead to feelings of sadness, anxiety, and or depression and be able to identify individuals, agencies or places in the community where assistance may be available.</p>	<p>conditions and emergencies.</p> <p>Students will discuss the state and federal laws related to age of consent, minors ability to consent healthcare, etc.</p> <p>Students will create an advocacy plan regarding a health issue.</p>
<p><b>Team Sports</b>  <b>Quidditch 3 days</b>  <b>Basketball 5 days</b>  <b>Soccer 5 days</b>  <b>Softball/Wiffleball 5 days</b>  <b>Football 5 days</b></p>	<p><b>36 days</b></p>	<p>2.2.8.MSC.1  2.2.8.MSC.2  2.2.8.MSC.4  2.2.8.MSC.5  2.2.8.MSC.6  2.2.8.MSC.7</p>	<p>Students will be able to demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</p>	<p>Students will continue to master specific skills for a variety of sports and activities.</p> <p>Student will continue to discuss and apply both cooperation and teamwork skills.</p>

<p>Volleyball 5 days Hockey 5 days Lacrosse 3 days</p>			<p>Students will be able to demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, and recreational activities).</p> <p>Students will be able to correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</p> <p>Students will be able to execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p> <p>Students will be able to apply specific rules, strategies, and procedures to specific physical activity, games, and sports in a safe active environment.</p>	<p>Students will continue to discuss and apply both sportsmanship and safety skills and rules throughout game play and activities and be able to give and receive constructive feedback throughout all activities.</p> <p>Students will continue to learn about the roles of both offense and defense and apply those skills to game play.</p>
<p>Individual/Dual Lifetime Sports</p>	<p>23 days</p>	<p>2.2.8.LF.1 2.2.8.LF.2</p>	<p>Students will be able to explain the need to engage in physical</p>	<p>Students will continue to master specific skills for the variety of</p>

<p>Badminton 5 days Tennis 5 days Pickleball 5 days Golf 3 days Track 3 days Bowling 2 days</p>		<p>2.2.8.LF.3 2.2.8.LF.4 2.2.8.LF.5 2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.4 2.2.8.MSC.5 2.2.8.MSC.6 2.2.8.MSC.7</p>	<p>activities on a voluntary basis for emotional and physical enjoyment.</p> <p>Students will develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</p> <p>Students will engage in movement and physical activity for enjoyment individually and with others.</p> <p>Students will perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).</p> <p>Students will be able to describe how community resources could be used to support participation in a variety of physical activities, sports, and wellness.</p>	<p>individual/dual and/or lifetime sports/activities (such as Badminton, Tennis, Golf, etc.)</p> <p>Students will continue to work on personal goals for each activity/sport, such as learning a new sport specific skill, reaching a new record/score, or a personal fitness/wellness goal. (students may also set new personal goals for the same or different activity/sport)</p> <p>Students will continue to learn about community resources, such as where to participate in lifelong sports, such as Golf.</p>
<p>Rec games/Lifetime Activities Lawn games (rotation) 5 days Kickball 5 days</p>	<p>20 days</p>	<p>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.MSC.1 2.2.8.MSC.2 2.2.8.MSC.4</p>	<p>Students will be able to explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</p> <p>Students will learn a vocabulary that talks about movement, physical activity, and wellness.</p>	<p>Students will continue to master skills for the variety of Recreational games/Lifetime Activities (such as kickball, Ultimate Frisbee, 4-Square etc.)</p> <p>Students will continue to work on personal goals for each</p>



<p>Frisbee Golf/Ultimate Frisbee 5 days 4-Square 5 days</p>		<p>2.2.8.MSC.5 2.2.8.MSC.6 2.2.8.MSC.7</p>	<p>Students will proactively engage in movement and physical activity for enjoyment individually or with others.</p> <p>Students will be able to perform and increase the range of motion in dynamic stretching and breathing exercises.</p> <p>Students will be able to describe how community resources could be used to support participation in a variety of physical activities, sports, and wellness.</p> <p>Students will be able to demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space.</p> <p>Students will demonstrate and perform movement skills with developmentally appropriate control in isolated settings.</p> <p>Students will learn and be able to demonstrate the roles of both defense and offense in a variety of game settings.</p>	<p>activity/game, such as learning a new specific skill, reaching a new record/score, or a personal fitness/wellness goal. (students may also set new personal goals for the same or different activity/sport)</p> <p>Students will continue to learn about community resources, such as where to participate in lifelong activities, such as Ultimate Frisbee.</p>
---	--	--	---	---

<p><b>Cooperative Games/Activities</b>  <b>Tag Games 5 days</b>  <b> Scooter Games 5 days</b>  <b> Cooperative Activities 10 days</b></p>	<p><b>20 days</b></p>	<p>2.2.8.MSC.1  2.2.8.MSC.2  2.2.8.MSC.4  2.2.8.MSC.5  2.2.8.MSC.6  2.2.8.MSC.7</p>	<p><b>Students will be able to demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space.</b></p> <p><b>Students will demonstrate and perform movement skills with developmentally appropriate control in isolated settings.</b></p> <p><b>Students will learn and be able to demonstrate the roles of both defense and offense in a variety of game settings.</b></p> <p><b>Students will be able to correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</b></p>	<p><b>Students will continue to master specific skills for the variety of Cooperative Games (such as a variety of Tag Games, Scooter Games and Cooperative Activities).</b></p> <p><b>Students will continue to discuss and apply both cooperation and teamwork skills.</b></p> <p><b>Students will continue to discuss and apply both sportsmanship and safety skills and rules throughout game play and activities and be able to give and receive constructive feedback throughout all activities.</b></p> <p><b>Students will continue to learn about the roles of both offense and defense and apply both skills to game play.</b></p>
<p><b>Fitness</b>  <b>Cardio/Aerobics 4 days</b>  <b>Power/Strength 4 days</b></p>	<p><b>16 days</b></p>	<p>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</p>	<p><b>Students will be able to identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.</b></p> <p><b>Students will be able to accept and</b></p>	<p><b>Students will continue to master specific skills in order to exercise properly and safely. These skills will promote wellness. (skills: speed, agility, flexibility, etc.)</b></p> <p><b>Students will be continue to apply</b></p>

<p>Flexibility/Balance 4 days Coordination/Agility 4 days</p>			<p>respect others of all skill levels and abilities during participation.</p> <p>Students will participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness.</p> <p>Students will develop a short term and/or long-term health-related fitness goal.</p> <p>Students will be able to determine how different factors influence personal fitness and other healthy lifestyle choices.</p>	<p>the knowledge learned about fitness into their daily lives inside and outside of school and continue to create and work towards personal wellness/fitness goals.</p>
<p>Rhythm/Dance Jump Rope Hula-hoops Line dance/social dances</p>	<p>5 days</p>	<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</p>	<p>Students will demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space.</p> <p>Students will be able to explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p>	<p>Students will create their own rhythmic/dance routine.</p> <p>Students will continue to master how to properly jump-rope and learn the cardiovascular benefits that jumping rope offers.</p> <p>Students will continue to learn and participate in a variety of social and line dances.</p>

			<p><b>Students will be able to demonstrate and perform movement skills with developmentally appropriate control in isolated settings.</b></p> <p><b>Students will develop the necessary body control to improve stability and balance during movement and physical activity.</b></p> <p><b>Students will be able to correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</b></p>	
--	--	--	---	--

<b>Instructional Unit Map</b>
<b>Course Title: Health and Physical Education</b>

<b>Unit Title</b>	<b>Alcohol, Tobacco, and Drugs</b>		<b>Start Date:</b>	1st Health Cycle
			<b>Length of Unit:</b>	15 days
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<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</p>	<b>Learning Goals</b>	<p><b>Students will be able to 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.</b></p> <p><b>Students will be able to determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco, and other drugs.</b></p> <p><b>Students will be able to relate the use of alcohol, tobacco, and other drugs to decision-making, consent, and risk for sexual assault and abuse.</b></p> <p><b>Students will be able to explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.</b></p> <p><b>Students will be able to analyze how the influence of peers and different social settings can result in positive and/or negative outcomes.</b></p> <p><b>Students will gain an understanding of the signs and symptoms of alcohol, tobacco, and drug disorders.</b></p> <p><b>Students will be able to identify the various services available for individuals affected by substance disorders in the community and at the state level.</b></p>	

	<p>negative outcomes.</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>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>		
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. <i>How does the use of alcohol, tobacco, and other drugs by adolescents impact their lives?</i></li> <li>2. <i>What factors contribute to different rules, laws, and policies in schools, communities, and states regarding substance use?</i></li> <li>3. <i>How do peers and different social settings affect teens (when it comes to substance abuse)?</i></li> <li>4. <i>What are the signs and symptoms of alcohol, tobacco, and drug disorders?</i></li> </ol>		

<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	Formative		Summative	Alternative
	<ul style="list-style-type: none"> <li>● Paper quizzes</li> <li>● Google Forms quizzes</li> <li>● Journal entries</li> <li>● Class discussions</li> <li>● Short reflections</li> </ul>		<ul style="list-style-type: none"> <li>● Chapter test</li> </ul>	<ul style="list-style-type: none"> <li>● Parent research</li> </ul>
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	<ul style="list-style-type: none"> <li>● Pre-Assessment (paper or online)</li> <li>● Journal</li> </ul>			
<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>● Organizers</li> <li>● Modeling</li> <li>● Cooperative Grouping</li> <li>● Journaling</li> <li>● Guided Practice</li> <li>● Mini-Lessons</li> <li>● Learning Stations</li> <li>● Study guides (Google Classroom)</li> <li>● Reflection</li> <li>● Debates</li> </ul>			
<b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	<ul style="list-style-type: none"> <li>● Visual charts and representations of concepts</li> <li>● Preferential seating</li> <li>● Small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>● Additional time</li> <li>● Vary test formats</li> </ul>	<ul style="list-style-type: none"> <li>● Additional time</li> <li>● Review/repeat directions</li> <li>● Provide examples</li> </ul>	<ul style="list-style-type: none"> <li>● Tiered assignments</li> <li>● Independent study</li> </ul>

	<ul style="list-style-type: none"> <li>● Clarified instruction</li> <li>● Read assessments aloud</li> <li>● Use native language for key terms, directions when possible and when needed</li> <li>● Additional time</li> <li>● Provide study guides</li> <li>● Word walls with visual representations of text</li> <li>● Single step directions</li> <li>● Classroom buddy</li> <li>● Highlight key directions and words</li> <li>● Learning stations</li> <li>● Project choices</li> </ul>	<ul style="list-style-type: none"> <li>● Read assessments aloud</li> <li>● Organizers</li> <li>● Visual charts</li> <li>● Preferential seating</li> <li>● Small group instruction</li> <li>● Single step directions</li> <li>● Shortened assignments/assessments</li> <li>● Allow for test retakes</li> <li>● Vary test formats</li> <li>● Provide study guides</li> <li>● Oral directions</li> <li>● Class agenda</li> <li>● Word wall</li> <li>● Provide examples</li> <li>● Test retakes</li> <li>● Small group instruction</li> <li>● Learning</li> </ul>	<ul style="list-style-type: none"> <li>● Visual charts</li> <li>● Preferential seating</li> <li>● Small group instruction</li> <li>● Provide study guides</li> <li>● Class agenda/planner</li> <li>● Learning stations</li> <li>● Project choices</li> </ul>	<ul style="list-style-type: none"> <li>● Flexible grouping</li> <li>● Learning stations</li> <li>● Project choices</li> </ul>
--	--	---	--	---



		stations		
		<ul style="list-style-type: none"> <li>Project choices</li> </ul>		
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	
	<ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>Mini-Lessons</li> <li>Online Study Guides (Google Classroom)</li> <li>Check-Lists</li> <li>Goal Lists</li> <li>Weekly Conference</li> <li>Note taking sheets</li> <li>Reference Materials (Google Classroom)</li> <li>Study Buddy/Partners</li> </ul>		<ul style="list-style-type: none"> <li>Choice of learning stations</li> <li>Small group presentation</li> <li>Tiered lessons</li> <li>Handouts</li> </ul>	
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<b>Tier II: negative, positive, cite, connections, visualize, questioning, inferring, explain, adapt, adjust, affect, alternative, approximate, appropriate, benefit, behalf, capable, category, strategies, influence, impacted, factors, contribute, explain, analyze, influence, outcomes, available,</b>  <b>Tier III: alcohol, tobacco, drugs, adolescents, socially, emotionally, physically, rules, laws, and policies, consent, risk, sexual assault, abuse, vision, sleep, coordination, reaction time, judgment, memory, substance, disorders.</b>			
<b>Integration of Technology</b> <a href="#">SAMR</a>	<ul style="list-style-type: none"> <li>S &amp; A &amp; M: Google Docs is used for note taking, project work, and for material reference.</li> <li>A: Students will take assessments on Google Forms</li> <li>S: Students will view Youtube videos as a visual and hands-on tool</li> <li>S: Students will write journal entries on Google Docs</li> <li>S: Students will use Google Slides to create presentations</li> </ul>			
<b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a>	<b>ELA:</b> RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.			

	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p><b>21<sup>st</sup> Century Themes/Skills</b>  <a href="#">P21 Framework</a></p>	<p style="text-align: center;"><b>Themes</b></p> <p><b>Health Literacy</b>  Obtaining, Interpreting and Understanding Basic Health Information and Services and Using Such Information and Services in Ways that Enhance Health.</p>	<p style="text-align: center;"><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Life and Career Skills</li> <li>● Learning and Innovation Skills</li> <li>● Information, Media, and Technology Skills</li> <li>● Communication and Collaboration</li> </ul>

<b>Resources/Materials</b>	<b>Resources:</b> Google Classroom DiscoveryEducation.com Health.gov CDC.gov KidsHealth.org MedlinePlus.gov MayoClinic.org NationalInstituteofHealth.gov Glencoe Teen Health textbook FDA.gov Teacher generated worksheets, study guides, and PowerPoints
----------------------------	--

Instructional Unit Map			
Course Title: Health and Physical Education			
<b>Unit Title</b>	<b>Personal Health and Safety</b>		<b>Start Date:</b> 2nd Health Cycle <b>Length of Unit:</b> 15 days
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	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,	<b>Learning Goals</b>	<b>Students will be able to 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.</b>  <b>Students will be able to determine the effectiveness of laws designed to keep children and adolescents healthy and safe, including social media safety.</b>

	<p>nonconsensual sexual encounters, other threats of violence).</p> <p>2.3.8.PS.2 Define sexual consent and sexual agency.</p> <p>2.3.8.PS.4 Describe strategies that sex traffickers/exploiters employ to recruit youth.</p> <p>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> <p>2.3.8.PS.6 Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).</p> <p>2.3.8.PS.7 Evaluate the impact of technology and social media on relationships (e.g., consent, communication, and respect).</p> <p>0+</p>					
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. <i>Are the current laws effective in keeping children and adolescents healthy and safe?</i></li> <li>2. <i>How can teens use social media safely?</i></li> <li>3. <i>What strategies can children and teens use to reduce injuries to themselves and others?</i></li> </ol>					
<b>Assessments</b>	<table border="0" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;"><b>Formative</b></td> <td style="width: 33%;"><b>Summative</b></td> <td style="width: 33%;"><b>Alternative</b></td> </tr> </table>			<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>
<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>				

<p><i>How will we know they have gained the knowledge &amp; skills?</i></p>	<ul style="list-style-type: none"> <li>● Paper quizzes</li> <li>● Google Forms quizzes</li> <li>● Journal entries</li> <li>● Class discussions</li> <li>● Short reflections</li> </ul>	<ul style="list-style-type: none"> <li>● Chapter test</li> </ul>	<ul style="list-style-type: none"> <li>● <b>**Alternative Assignment/Assessments</b> - For those students involved in independent study for the 15-day unit, students will complete an independent assignment on (a) relative health topic(s) and complete related assignments from <a href="http://Discoveryeducation.com">Discoveryeducation.com</a> . Topics include: <ul style="list-style-type: none"> <li>● Self-Awareness and Managing Emotions</li> <li>● Relationship skills - empathy, respect and getting along with others</li> <li>● Bullying Prevention</li> <li>● Physical Activity and the body</li> <li>● Human Body Systems</li> <li>● Viruses, Bacteria and related diseases</li> <li>● Environmental Health</li> <li>● Healthy Eating</li> </ul> </li> </ul>
---	--	--	--

			<ul style="list-style-type: none"> <li>● Substance Abuse Prevention</li> <li>● Vaping and E-Cigarettes</li> <li>●</li> </ul>	
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	<ul style="list-style-type: none"> <li>● Pre-Assessment (paper or online)</li> <li>● Journal</li> </ul>			
<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>● Organizers</li> <li>● Modeling</li> <li>● Cooperative Grouping</li> <li>● Journaling</li> <li>● Guided Practice</li> <li>● Mini-Lessons</li> <li>● Learning Stations</li> <li>● Study guides (Google Classroom)</li> <li>● Reflection</li> <li>● Debates</li> </ul>			
<b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i>	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b>	<b>Advanced Learners</b>
	<ul style="list-style-type: none"> <li>● Visual charts and representations of concepts</li> <li>● Preferential seating</li> <li>● Small group instruction</li> <li>● Clarified instruction</li> <li>● Read assessments aloud</li> <li>● Use native language for key</li> </ul>	<ul style="list-style-type: none"> <li>● Additional time</li> <li>● Vary test formats</li> <li>● Read assessments aloud</li> </ul>	<ul style="list-style-type: none"> <li>● Additional time</li> <li>● Review/repeat directions</li> <li>● Provide examples</li> <li>● Visual charts</li> <li>● Preferential seating</li> <li>● Small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>● Tiered assignments</li> <li>● Independent study</li> <li>● Flexible grouping</li> <li>● Learning</li> </ul>

	<p>terms, directions when possible and when needed</p> <ul style="list-style-type: none"> <li>• Additional time</li> <li>• Provide study guides</li> <li>• Word walls with visual representations of text</li> <li>• Single step directions</li> <li>• Classroom buddy</li> <li>• Highlight key directions and words</li> <li>• Learning stations</li> <li>• Project choices</li> </ul>	<ul style="list-style-type: none"> <li>• Organizers</li> <li>• Visual charts</li> <li>• Preferential seating</li> <li>• Small group instruction</li> <li>• Single step directions</li> <li>• Shortened assignments/assessments</li> <li>• Allow for test retakes</li> <li>• Vary test formats</li> <li>• Provide study guides</li> <li>• Oral directions</li> <li>• Class agenda</li> <li>• Word wall</li> <li>• Provide examples</li> <li>• Test retakes</li> <li>• Small group instruction</li> <li>• Learning stations</li> <li>• Project choices</li> </ul>	<ul style="list-style-type: none"> <li>• Provide study guides</li> <li>• Class agenda/planner</li> <li>• Learning stations</li> <li>• Project choices</li> </ul>	<p>stations</p> <ul style="list-style-type: none"> <li>• Project choices</li> </ul>
<b>Differentiated</b>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	

<p><b>Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Mini-Lessons</li> <li>● Online Study Guides (Google Classroom)</li> <li>● Check-Lists</li> <li>● Goal Lists</li> <li>● Weekly Conference</li> <li>● Note taking sheets</li> <li>● Reference Materials (Google Classroom)</li> <li>● Study Buddy/Partners</li> </ul>	<ul style="list-style-type: none"> <li>● Choice of learning stations</li> <li>● Small group presentation</li> <li>● Tiered lessons</li> <li>● Handouts</li> </ul>
<p><b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p><b>Tier II: negative, positive, cite, connections, visualize, questioning, inferring, explain, adapt, adjust, affect, alternative, approximate, appropriate, benefit, behalf, capable, category, strategies, influence, impacted, factors, contribute, explain, analyze, influence, outcomes, available, risk, degree, assess, variety, identify, reduce, determine, effectiveness,</b></p> <p><b>Tier III: adolescents, socially, emotionally, physically, rules, laws, and policies, consent, risk, sexual assault, abuse, deliberate, non-deliberate, injuries, healthy, safe, social media.</b></p>	
<p><b>Integration of Technology</b> <a href="#">SAMR</a></p>	<ul style="list-style-type: none"> <li>● S &amp; A &amp; M: Google Docs is used for note taking, project work, and for material reference.</li> <li>● A: Students will take assessments on Google Forms</li> <li>● S: Students will view Youtube videos as a visual and hands-on tool</li> <li>● S: Students will write journal entries on Google Docs</li> <li>● S: Students will use Google Slides to create presentations</li> </ul>	
<p><b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a></p>	<p><b>ELA:</b> RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and</p>	



	<p>relevant and sufficient evidence.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<b>21<sup>st</sup> Century Themes/Skills</b> <a href="#">P21 Framework</a>	<b>Themes</b> <span style="float: right;"><b>Skills</b></span>	
	<b>Health Literacy</b> Obtaining, Interpreting and Understanding Basic Health Information and Services and Using Such Information and Services in Ways that Enhance Health.	<ul style="list-style-type: none"> <li>● Life and Career Skills</li> <li>● Learning and Innovation Skills</li> <li>● Information, Media, and Technology Skills</li> <li>● Communication and Collaboration</li> </ul>
<b>Resources/Materials</b>	<b>Resources:</b> Google Classroom DiscoveryEducation.com Health.gov	

	<p>CDC.gov          KidsHealth.org          MedlinePlus.gov          MayoClinic.org          NationalInstituteofHealth.gov          Common Sense Education - YouTube Channel          Smile and Learn - YouTube Channel          Glencoe Teen Health textbook          Teacher generated worksheets, study guides, and PowerPoints</p>
--	--

Instructional Unit Map			
Course Title: Health and Physical Education			
<b>Unit Title</b>	<b>Reproductive Health</b>		<p><b>Start Date:</b> 3rd Health Cycle</p> <p><b>Length of Unit:</b> 15 days</p>
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<p>2.1.8.PGD.1 Explain how appropriate health care can promote personal health.</p> <p>2.1.8.PGD.2 Analyze how genetics and family history can impact personal health.</p> <p>2.1.8.PGD.3 Describe the human</p>	<b>Learning Goals</b>	<p><b>Students will be able to explain how appropriate health care can promote personal health.</b></p> <p><b>Students will be able to analyze how genetics and family history can impact personal health.</b></p> <p><b>Students will be able to describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human</b></p>

	reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies. 0+		<b>bodies.</b>
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. <i>How does appropriate health care promote personal health?</i></li> <li>2. <i>How do genetics and family history impact personal health?</i></li> <li>3. <i>What are the functions of the reproductive systems?</i></li> </ol>		
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>
	<ul style="list-style-type: none"> <li>● Paper quizzes</li> <li>● Google Forms quizzes</li> <li>● Journal entries</li> <li>● Class discussions</li> <li>● Short reflections</li> </ul>	<ul style="list-style-type: none"> <li>● Chapter test</li> </ul>	<p><b>**Alternative Assignment/Assessments</b> - For those students involved in independent study for the 15-day unit, students will choose from relative health topics and complete related assignments from Discoveryeducation.com. Topics include:</p> <ul style="list-style-type: none"> <li>● Self-Awareness and Managing Emotions</li> <li>● Relationship skills - empathy, respect and getting along with others</li> <li>● Bullying Prevention</li> <li>● Physical Activity and the body</li> </ul>

				<ul style="list-style-type: none"> <li>● Human Body Systems</li> <li>● Viruses, Bacteria and related diseases</li> <li>● Environmental Health</li> <li>● Healthy Eating</li> <li>● Substance Abuse Prevention</li> <li>● Vaping and E-Cigarettes</li> </ul>
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	<ul style="list-style-type: none"> <li>● Pre-Assessment (paper or online)</li> <li>● Journal</li> </ul>			
<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>● Organizers</li> <li>● Modeling</li> <li>● Cooperative Grouping</li> <li>● Journaling</li> <li>● Guided Practice</li> <li>● Mini-Lessons</li> <li>● Learning Stations</li> <li>● Study guides (Google Classroom)</li> <li>● Reflection</li> <li>● Debates</li> </ul>			
<b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i>	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b>	<b>Advanced Learners</b>
	<ul style="list-style-type: none"> <li>● Visual charts and representations of concepts</li> <li>● Preferential seating</li> </ul>	<ul style="list-style-type: none"> <li>● Additional time</li> <li>● Vary test</li> </ul>	<ul style="list-style-type: none"> <li>● Additional time</li> <li>● Review/repeat directions</li> </ul>	<ul style="list-style-type: none"> <li>● Tiered assignments</li> <li>● Independent</li> </ul>

	<ul style="list-style-type: none"> <li>● Small group instruction</li> <li>● Clarified instruction</li> <li>● Read assessments aloud</li> <li>● Use native language for key terms, directions when possible and when needed</li> <li>● Additional time</li> <li>● Provide study guides</li> <li>● Word walls with visual representations of text</li> <li>● Single step directions</li> <li>● Classroom buddy</li> <li>● Highlight key directions and words</li> <li>● Learning stations</li> <li>● Project choices</li> </ul>	<ul style="list-style-type: none"> <li>formats</li> <li>● Read assessments aloud</li> <li>● Organizers</li> <li>● Visual charts</li> <li>● Preferential seating</li> <li>● Small group instruction</li> <li>● Single step directions</li> <li>● Shortened assignments/assessments</li> <li>● Allow for test retakes</li> <li>● Vary test formats</li> <li>● Provide study guides</li> <li>● Oral directions</li> <li>● Class agenda</li> <li>● Word wall</li> <li>● Provide examples</li> <li>● Test retakes</li> <li>● Small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>● Provide examples</li> <li>● Visual charts</li> <li>● Preferential seating</li> <li>● Small group instruction</li> <li>● Provide study guides</li> <li>● Class agenda/planner</li> <li>● Learning stations</li> <li>● Project choices</li> </ul>	<ul style="list-style-type: none"> <li>study</li> <li>● Flexible grouping</li> <li>● Learning stations</li> <li>● Project choices</li> </ul>
--	---	--	--	--

		<ul style="list-style-type: none"> <li>● Learning stations</li> <li>● Project choices</li> </ul>		
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	
	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Mini-Lessons</li> <li>● Online Study Guides (Google Classroom)</li> <li>● Check-Lists</li> <li>● Goal Lists</li> <li>● Weekly Conference</li> <li>● Note taking sheets</li> <li>● Reference Materials (Google Classroom)</li> <li>● Study Buddy/Partners</li> </ul>		<ul style="list-style-type: none"> <li>● Choice of learning stations</li> <li>● Small group presentation</li> <li>● Tiered lessons</li> <li>● Handouts</li> </ul>	
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<p><b>Tier II: appropriate, promote, personal, negative, positive, cite, connections, visualize, questioning, inferring, explain, adapt, adjust, affect, alternative, approximate, appropriate, benefit, behalf, capable, category, strategies, influence, impact, factors, contribute, explain, analyze, influence, outcomes, available, risk, degree, assess, variety, identify, reduce, determine, effectiveness, describe, natural, variations, exist.</b></p> <p><b>Tier III: health, care, personal health, genetics, family, history, human reproductive systems, external, internal, body, functions.</b></p>			
<b>Integration of Technology</b> <a href="#">SAMR</a>	<ul style="list-style-type: none"> <li>● S &amp; A &amp; M: Google Docs is used for note taking, project work, and for material reference.</li> <li>● A: Students will take assessments on Google Forms</li> <li>● S: Students will view Youtube videos as a visual and hands-on tool</li> <li>● S: Students will write journal entries on Google Docs</li> <li>● S: Students will use Google Slides to create presentations</li> </ul>			

<p><b>Interdisciplinary Connections</b>  <a href="#">NJ Student Learning Standards</a></p>	<p><b>ELA:</b></p> <p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p><b>21<sup>st</sup> Century Themes/Skills</b>  <a href="#">P21 Framework</a></p>	<p style="text-align: center;">Themes</p> <p style="text-align: right;">Skills</p>

	<b>Health Literacy</b> Obtaining, Interpreting and Understanding Basic Health Information and Services and Using Such Information and Services in Ways that Enhance Health.	<ul style="list-style-type: none"> <li>• Life and Career Skills</li> <li>• Learning and Innovation Skills</li> <li>• Information, Media, and Technology Skills</li> <li>• Communication and Collaboration</li> </ul>
<b>Resources/Materials</b>	<b>Resources:</b> Google Classroom DiscoveryEducation.com Health.gov CDC.gov KidsHealth.org MedlinePlus.gov MayoClinic.org NationalInstituteofHealth.gov Glencoe Teen Health textbook Teacher generated worksheets, study guides, and PowerPoints	

Instructional Unit Map			
<b>Course Title: Health and Physical Education</b>			
<b>Unit Title</b>	<b>Emotional Health/Advocacy</b>		<b>Start Date:</b> 4th Health Cycle
			<b>Length of Unit:</b> 15 days
<b>Content Standards</b> <i>What do we want them to know,</i>	2.1.8.EH.1 Compare and contrast stress management strategies that are used to address various types of	<b>Learning Goals</b>	<b>Students will be able to compare and contrast stress management strategies that are used to address various types of stress-induced situations.</b>



<p><i>understand, &amp; do?</i></p>	<p>stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, and violence).</p> <p>2.1.8.EH.2 Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.</p> <p>2.1.8.SSH.6 Examine how culture influences the way families cope with traumatic situations, crisis, and change.</p> <p>2.1.8.CHSS.1 Identify professional 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.6 Develop an advocacy</p>		<p><b>Students will understand how personal attributes, resiliency, and protective factors support mental and emotional health.</b></p> <p><b>Students will understand how culture influences the way families cope with traumatic situations, crisis, and change.</b></p> <p><b>Students will be able to identify what professionals are available at school and in the community that can assist in a variety of health conditions and emergencies.</b></p> <p><b>Students will be able to describe the state and federal laws related to age of consent, minors ability to consent to health care, confidentiality in a healthcare setting, sexting, etc.</b></p> <p><b>Students will be able to develop an advocacy plan regarding a health issue and share this information in an appropriate setting.</b></p> <p><b>Students will understand how difficult situations can lead to feelings of sadness, anxiety, and or depression and be able to identify individuals, agencies or places in the community where assistance may be available.</b></p>
-------------------------------------	--	--	---

	<p>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>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>			
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. <i>What are stress management strategies that can be used in everyday stress-induced situations?</i></li> <li>2. <i>How do culture and family influence the way people cope with traumatic situations?</i></li> <li>3. <i>What professionals in school and in the community are available to help with health conditions and emergencies?</i></li> <li>4. <i>How can difficult situations lead to feelings of anxiety, stress, depression, etc.?</i></li> </ol>			
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b> <span style="margin-left: 150px;"><b>Summative</b></span> <span style="margin-left: 150px;"><b>Alternative</b></span>			
	<ul style="list-style-type: none"> <li>● Paper quizzes</li> <li>● Google Forms quizzes</li> <li>● Journal entries</li> <li>● Class discussions</li> <li>● Short reflections</li> </ul>	<ul style="list-style-type: none"> <li>● Chapter test</li> </ul>	<ul style="list-style-type: none"> <li>● Parent research</li> </ul>	
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	<ul style="list-style-type: none"> <li>● Pre-Assessment (paper or online)</li> <li>● Journal</li> </ul>			

<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>● Organizers</li> <li>● Modeling</li> <li>● Cooperative Grouping</li> <li>● Journaling</li> <li>● Guided Practice</li> <li>● Mini-Lessons</li> <li>● Learning Stations</li> <li>● Study guides (Google Classroom)</li> <li>● Reflection</li> <li>● Debates</li> </ul>			
<b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i>	<b>English Language Learners                      Special Education Learners                      Struggling Learners                      Advanced Learners</b>			
	<ul style="list-style-type: none"> <li>● Visual charts and representations of concepts</li> <li>● Preferential seating</li> <li>● Small group instruction</li> <li>● Clarified instruction</li> <li>● Read assessments aloud</li> <li>● Use native language for key terms, directions when possible and when needed</li> <li>● Additional time</li> <li>● Provide study guides</li> <li>● Word walls with visual representations of text</li> <li>● Single step directions</li> <li>● Classroom buddy</li> <li>● Highlight key directions and</li> </ul>	<ul style="list-style-type: none"> <li>● Additional time</li> <li>● Vary test formats</li> <li>● Read assessments aloud</li> <li>● Organizers</li> <li>● Visual charts</li> <li>● Preferential seating</li> <li>● Small group instruction</li> <li>● Single step directions</li> <li>● Shortened</li> </ul>	<ul style="list-style-type: none"> <li>● Additional time</li> <li>● Review/repeat directions</li> <li>● Provide examples</li> <li>● Visual charts</li> <li>● Preferential seating</li> <li>● Small group instruction</li> <li>● Provide study guides</li> <li>● Class agenda/planner</li> <li>● Learning stations</li> <li>● Project choices</li> </ul>	<ul style="list-style-type: none"> <li>● Tiered assignments</li> <li>● Independent study</li> <li>● Flexible grouping</li> <li>● Learning stations</li> <li>● Project choices</li> </ul>

	<p>words</p> <ul style="list-style-type: none"> <li>• Learning stations</li> <li>• Project choices</li> </ul>	<p>assignments/ assessments</p> <ul style="list-style-type: none"> <li>• Allow for test retakes</li> <li>• Vary test formats</li> <li>• Provide study guides</li> <li>• Oral directions</li> <li>• Class agenda</li> <li>• Word wall</li> <li>• Provide examples</li> <li>• Test retakes</li> <li>• Small group instruction</li> <li>• Learning stations</li> <li>• Project choices</li> </ul>		
<p><b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<p><b>Access (Resources and/or Process)</b></p>		<p><b>Expression (Products and/or Performance)</b></p>	
	<ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Mini-Lessons</li> <li>• Online Study Guides (Google Classroom)</li> <li>• Check-Lists</li> <li>• Goal Lists</li> <li>• Weekly Conference</li> <li>• Note taking sheets</li> <li>• Reference Materials (Google Classroom)</li> </ul>		<ul style="list-style-type: none"> <li>• Choice of learning stations</li> <li>• Small group presentation</li> <li>• Tiered lessons</li> <li>• Handouts</li> </ul>	

	<ul style="list-style-type: none"> <li>● Study Buddy/Partners</li> </ul>
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<p><b>Tier II: appropriate, promote, personal, negative, positive, cite, connections, visualize, questioning, inferring, explain, adapt, adjust, affect, alternative, approximate, appropriate, benefit, behalf, capable, category, strategies, influence, impact, factors, contribute, explain, analyze, influence, outcomes, available, risk, degree, assess, variety, identify, reduce, determine, effectiveness, describe, natural, variations, exist, compare, contrast, various, situations, resiliency, protective, factors, support, change, available, describe, develop,</b></p> <p><b>Tier III: stress, management, personal attributes, mental, emotional, health, cope, traumatic situations, crisis, change, professionals, school, community, assist, conditions, emergencies, state, federal, laws, age of consent, minors, health care, confidentiality, sexting, advocacy plan, sadness, anxiety, depression.</b></p>
<b>Integration of Technology</b> <a href="#">SAMR</a>	<ul style="list-style-type: none"> <li>● S &amp; A &amp; M: Google Docs is used for note taking, project work, and for material reference.</li> <li>● A: Students will take assessments on Google Forms</li> <li>● S: Students will view Youtube videos as a visual and hands-on tool</li> <li>● S: Students will write journal entries on Google Docs</li> <li>● S: Students will use Google Slides to create presentations</li> </ul>
<b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a>	<p><b>ELA:</b></p> <p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>

	<p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>					
<p><b>21<sup>st</sup> Century Themes/Skills</b> <a href="#">P21 Framework</a></p>	<table border="1"> <thead> <tr> <th data-bbox="470 716 1234 792">Themes</th> <th data-bbox="1234 716 1946 792">Skills</th> </tr> </thead> <tbody> <tr> <td data-bbox="470 792 1234 982"> <p><b>Health Literacy</b> Obtaining, Interpreting and Understanding Basic Health Information and Services and Using Such Information and Services in Ways that Enhance Health.</p> </td> <td data-bbox="1234 792 1946 982"> <ul style="list-style-type: none"> <li>● Life and Career Skills</li> <li>● Learning and Innovation Skills</li> <li>● Information, Media, and Technology Skills</li> <li>● Communication and Collaboration</li> </ul> </td> </tr> </tbody> </table>		Themes	Skills	<p><b>Health Literacy</b> Obtaining, Interpreting and Understanding Basic Health Information and Services and Using Such Information and Services in Ways that Enhance Health.</p>	<ul style="list-style-type: none"> <li>● Life and Career Skills</li> <li>● Learning and Innovation Skills</li> <li>● Information, Media, and Technology Skills</li> <li>● Communication and Collaboration</li> </ul>
Themes	Skills					
<p><b>Health Literacy</b> Obtaining, Interpreting and Understanding Basic Health Information and Services and Using Such Information and Services in Ways that Enhance Health.</p>	<ul style="list-style-type: none"> <li>● Life and Career Skills</li> <li>● Learning and Innovation Skills</li> <li>● Information, Media, and Technology Skills</li> <li>● Communication and Collaboration</li> </ul>					
<p><b>Resources/Materials</b></p>	<p><b>Resources:</b>            Google Classroom            DiscoveryEducation.com            Health.gov            CDC.gov            KidsHealth.org            MedlinePlus.gov            MayoClinic.org            NationalInstituteofHealth.gov</p>					

	<p>Glencoe Teen Health textbook</p> <p>Anna Freud National Centre for Children and Families</p> <p>Mylemarks.com</p> <p>Teacher generated worksheets, study guides, and PowerPoints</p>
--	---

Instructional Unit Map			
Course Title: Health and Physical Education			
Unit Title	Team Sports	Start Date:	Fall/Spring
		Length of Unit:	36 days
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<p>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).</p> <p>2.2.8.MSC.2 Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</p> <p>2.2.8.MSC.4 Analyze, and correct movements and apply to refine movement skills.</p>	<b>Learning Goals</b>	<p><b>Students will be able to demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</b></p> <p><b>Students will be able to demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, and recreational activities).</b></p> <p><b>Students will be able to correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</b></p> <p><b>Students will be able to execute appropriate behaviors and etiquette while participating as a player and viewing as an</b></p>

	<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>		<p><b>observer during physical activity, games, and other events, contributes to a safe environment.</b></p> <p><b>Students will be able to apply specific rules, strategies, and procedures to specific physical activity, games, and sports in a safe active environment.</b></p>						
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. <i>What is coordination, balance and flexibility; why are these fitness/physical components necessary for team sport play?</i></li> <li>2. <i>What behaviors are appropriate during team sport play for both teammates and opponents?</i></li> <li>3. <i>Why are strategies beneficial during team sport play?</i></li> </ol>								
<p><b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i></p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 33%;">Formative</th> <th style="width: 33%;">Summative</th> <th style="width: 33%;">Alternative</th> </tr> </thead> <tbody> <tr> <td data-bbox="470 1032 995 1170"> <ul style="list-style-type: none"> <li>● Paper quizzes</li> <li>● Google Forms quizzes</li> <li>● Class discussions</li> </ul> </td> <td data-bbox="995 1032 1530 1170"> <ul style="list-style-type: none"> <li>● Unit test</li> </ul> </td> <td data-bbox="1530 1032 1944 1170"> <ul style="list-style-type: none"> <li>● Skill assessments</li> </ul> </td> </tr> </tbody> </table>			Formative	Summative	Alternative	<ul style="list-style-type: none"> <li>● Paper quizzes</li> <li>● Google Forms quizzes</li> <li>● Class discussions</li> </ul>	<ul style="list-style-type: none"> <li>● Unit test</li> </ul>	<ul style="list-style-type: none"> <li>● Skill assessments</li> </ul>
Formative	Summative	Alternative							
<ul style="list-style-type: none"> <li>● Paper quizzes</li> <li>● Google Forms quizzes</li> <li>● Class discussions</li> </ul>	<ul style="list-style-type: none"> <li>● Unit test</li> </ul>	<ul style="list-style-type: none"> <li>● Skill assessments</li> </ul>							
<p><b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i></p>	<ul style="list-style-type: none"> <li>● Pre-Assessment (paper or online)</li> <li>● Skill assessment (prior to the start of unit)</li> </ul>								



<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>● Organizers</li> <li>● Modeling</li> <li>● Cooperative Grouping</li> <li>● Guided Practice</li> <li>● Mini-Lessons</li> <li>● Learning Stations</li> <li>● Study guides (Google Classroom)</li> <li>● Reflection</li> </ul>			
<b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i>	<b>English Language Learners                      Special Education Learners                      Struggling Learners                      Advanced Learners</b>			
	<ul style="list-style-type: none"> <li>● Small group instruction</li> <li>● Clarified instruction</li> <li>● Read assessments aloud</li> <li>● Use native language for key terms, directions when possible and when needed</li> <li>● Additional time</li> <li>● Provide study guides</li> <li>● Single step directions</li> <li>● Classroom buddy</li> <li>● Peer modeling</li> <li>● Teacher demonstration</li> <li>● Visual cues</li> <li>● Adapted text review</li> </ul>	<ul style="list-style-type: none"> <li>● Additional time</li> <li>● Vary test formats</li> <li>● Read assessments aloud</li> <li>● Small group instruction</li> <li>● Single step directions</li> <li>● Shortened assignments/ assessments</li> <li>● Allow for test retakes</li> <li>● Vary test formats</li> </ul>	<ul style="list-style-type: none"> <li>● Additional time</li> <li>● Review/repeat directions</li> <li>● Provide examples</li> <li>● Visual charts</li> <li>● Small group instruction</li> <li>● Provide study guides</li> <li>● Class agenda/planner</li> <li>● Peer modeling</li> <li>● Teacher demonstration</li> <li>● Visual cues</li> <li>● Adapted text review</li> </ul>	<ul style="list-style-type: none"> <li>● Tiered assignments</li> <li>● Independent study</li> <li>● Flexible grouping</li> <li>● Learning stations</li> </ul>

		<ul style="list-style-type: none"> <li>● Provide study guides</li> <li>● Oral directions</li> <li>● Class agenda</li> <li>● Word wall</li> <li>● Provide examples</li> <li>● Test retakes</li> <li>● Small group instruction</li> <li>● Peer modeling</li> <li>● Teacher demonstration</li> <li>● Visual cues</li> <li>● Adapted text review</li> </ul>		
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	
	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Mini-Lessons</li> <li>● Online Study Guides (Google Classroom)</li> <li>● Check-Lists</li> <li>● Goal Lists</li> <li>● Weekly Conference</li> <li>● Note taking sheets</li> <li>● Reference Materials (Google Classroom)</li> <li>● Study Buddy/Partners</li> </ul>		<ul style="list-style-type: none"> <li>● Choice of learning stations</li> <li>● Small group presentation</li> <li>● Tiered lessons</li> <li>● Handouts</li> </ul>	

<p><b>Vocabulary</b>  <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p><b>Tier II: behaviors, develop, essential, negative, positive, connections, visualize, questioning, predictions, alternate, achieve, accurate, adapt, adjust, anticipate, approximate, appropriate, benefit, capable, category, circumstance, advantages, aim, appearance, conditions, characteristics, functions, focus, factors, purpose, reaction, resources, outcome, community, variety, strategies, effects, offense, defense.</b></p> <p><b>Tier III: quidditch, basketball, soccer, softball, wiffleball, baseball, football, volleyball, hockey, lacrosse, shooting, goal, score, catch, defense, offense, lay-up, jump-shot, homeroom, single, double, triple, goalie, penalty, touch-down, field goal, quarterback, bump, set, spike, slap shot.</b></p>
<p><b>Integration of Technology</b> <a href="#">SAMR</a></p>	<ul style="list-style-type: none"> <li>● S &amp; A &amp; M: Google Docs is used for note taking, project work, and for material reference.</li> <li>● A: Students will take assessments on Google Forms</li> <li>● S: Students will view Youtube videos as a visual and hands-on tool</li> </ul>
<p><b>Interdisciplinary Connections</b>  <a href="#">NJ Student Learning Standards</a></p>	<p><b>ELA:</b>          RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with</p>

	<p>others.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<b>21<sup>st</sup> Century Themes/Skills</b> <a href="#">P21 Framework</a>	<b>Themes</b> <span style="float: right;"><b>Skills</b></span>	
	<b>Health Literacy</b> Obtaining, Interpreting and Understanding Basic Health Information and Services and Using Such Information and Services in Ways that Enhance Health.	<ul style="list-style-type: none"> <li>● Life and Career Skills</li> <li>● Learning and Innovation Skills</li> <li>● Information, Media, and Technology Skills</li> <li>● Communication and Collaboration</li> </ul>
<b>Resources/Materials</b>	<b>Materials:</b>  <b>Resources:</b> Google Classroom YouTube Teacher generated worksheets, study guides, and PowerPoints	

<b>Instructional Unit Map</b>
<b>Course Title: Health and Physical Education</b>

Unit Title	Individual/Dual Lifetime Sports		Start Date:	Fall/Spring
			Length of Unit:	23 days
<p><b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i></p>	<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> <p>2.2.8.MSC.1 Explain and demonstrate the transition of</p>	<p><b>Learning Goals</b></p>	<p><b>Students will be able to explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</b></p> <p><b>Students will develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</b></p> <p><b>Students will engage in movement and physical activity for enjoyment individually and with others.</b></p> <p><b>Students will perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).</b></p> <p><b>Students will be able to describe how community resources could be used to support participation in a variety of physical activities, sports, and wellness.</b></p>	

	<p>movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.8.MSC.2 Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</p> <p>2.2.8.MSC.4 Analyze, and correct movements and apply to refine movement skills.</p> <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>		
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. <i>What benefits does physical activity have on a person's emotional and physical health?</i></li> <li>2. <i>What terms are used to express and explain physical activity and lifelong sports?</i></li> </ol>		

	3. <i>What are proper cardiovascular warm-up exercises and why are these beneficial before play?</i>			
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b>		<b>Summative</b>	<b>Alternative</b>
	<ul style="list-style-type: none"> <li>• Paper quizzes</li> <li>• Google Forms quizzes</li> <li>• Class discussions</li> </ul>		<ul style="list-style-type: none"> <li>• Unit test</li> </ul>	<ul style="list-style-type: none"> <li>• Skill assessments</li> </ul>
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	<ul style="list-style-type: none"> <li>• Pre-Assessment (paper or online)</li> <li>• Skill assessment (prior to the start of unit)</li> </ul>			
<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>• Organizers</li> <li>• Modeling</li> <li>• Cooperative Grouping</li> <li>• Guided Practice</li> <li>• Mini-Lessons</li> <li>• Learning Stations</li> <li>• Study guides (Google Classroom)</li> <li>• Reflection</li> </ul>			
<b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i>	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b>	<b>Advanced Learners</b>
	<ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Clarified instruction</li> <li>• Read assessments aloud</li> <li>• Use native language for key terms, directions when possible and when needed</li> </ul>	<ul style="list-style-type: none"> <li>• Additional time</li> <li>• Vary test formats</li> <li>• Read assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Additional time</li> <li>• Review/repeat directions</li> <li>• Provide examples</li> <li>• Visual charts</li> <li>• Small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Tiered assignments</li> <li>• Independent study</li> <li>• Flexible grouping</li> </ul>

	<ul style="list-style-type: none"> <li>• Additional time</li> <li>• Provide study guides</li> <li>• Single step directions</li> <li>• Classroom buddy</li> <li>• Peer modeling</li> <li>• Teacher demonstration</li> <li>• Visual cues</li> <li>• Adapted text review</li> </ul>	<p>aloud</p> <ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Single step directions</li> <li>• Shortened assignments/assessments</li> <li>• Allow for test retakes</li> <li>• Vary test formats</li> <li>• Provide study guides</li> <li>• Oral directions</li> <li>• Class agenda</li> <li>• Word wall</li> <li>• Provide examples</li> <li>• Test retakes</li> <li>• Small group instruction</li> <li>• Peer modeling</li> <li>• Teacher demonstration</li> <li>• Visual cues</li> <li>• Adapted</li> </ul>	<ul style="list-style-type: none"> <li>• Provide study guides</li> <li>• Class agenda/planner</li> <li>• Peer modeling</li> <li>• Teacher demonstration</li> <li>• Visual cues</li> <li>• Adapted text review</li> </ul>	<ul style="list-style-type: none"> <li>• Learning stations</li> <li>• Project choices</li> </ul>
--	--	---	--	--



		text review	
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>
	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Mini-Lessons</li> <li>● Online Study Guides (Google Classroom)</li> <li>● Check-Lists</li> <li>● Goal Lists</li> <li>● Weekly Conference</li> <li>● Note taking sheets</li> <li>● Reference Materials (Google Classroom)</li> <li>● Study Buddy/Partners</li> </ul>		<ul style="list-style-type: none"> <li>● Choice of learning stations</li> <li>● Small group presentation</li> <li>● Tiered lessons</li> <li>● Handouts</li> </ul>
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<p><b>Tier II: behaviors, develop, essential, negative, positive, connections, visualize, questioning, predictions, alternate, achieve, accurate, adapt, adjust, anticipate, approximate, appropriate, benefit, capable, category, circumstance, advantages, aim, appearance, conditions, characteristics, functions, focus, factors, purpose, reaction, resources, outcome, community, variety, strategies, effects, offense, defense.</b></p> <p><b>Tier III: individual, dual, lifetime, sport, badminton, tennis, pickleball, golf, track, bowling, birdie, spike, hole-in-one, forehand hit, backhand hit, ace, love, net, racket, tee, meter, miles, eagle, albatross, strike, spare.</b></p>		
<b>Integration of Technology</b> <a href="#">SAMR</a>	<ul style="list-style-type: none"> <li>● S &amp; A &amp; M: Google Docs is used for note taking, project work, and for material reference.</li> <li>● A: Students will take assessments on Google Forms</li> <li>● S: Students will view Youtube videos as a visual and hands-on tool</li> </ul>		
<b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a>	<p><b>ELA:</b>            RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>		

	<p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p><b>21<sup>st</sup> Century Themes/Skills</b> <a href="#">P21 Framework</a></p>	<p>Themes <span style="float: right;">Skills</span></p>	
	<p><b>Health Literacy</b> Obtaining, Interpreting and Understanding Basic Health Information and Services and Using Such Information and Services in Ways that Enhance Health.</p>	<ul style="list-style-type: none"> <li>● Life and Career Skills</li> <li>● Learning and Innovation Skills</li> <li>● Information, Media, and Technology Skills</li> <li>● Communication and Collaboration</li> </ul>
<p><b>Resources/Materials</b></p>	<p><b>Materials:</b></p>	

	<b>Resources:</b> Google Classroom YouTube Teacher generated worksheets, study guides, and PowerPoints
--	---

Instructional Unit Map				
Course Title: Health and Physical Education				
Unit Title	Recreational Games/Lifetime Activities		Start Date:	Winter
			Length of Unit:	20 days
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<b>Learning Goals</b>			<p><b>Students will be able to explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</b></p> <p><b>Students will learn a vocabulary that talks about movement, physical activity, and wellness.</b></p> <p><b>Students will proactively engage in movement and physical activity for enjoyment individually or with others.</b></p> <p><b>Students will be able to perform and increase the range of motion in dynamic stretching and breathing exercises.</b></p> <p><b>Students will be able to describe how community resources could be used to support participation in a variety of physical activities, sports, and wellness.</b></p> <p><b>Students will be able to demonstrate body management skills</b></p>
	<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</p>			

	<p>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> <p>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).</p> <p>2.2.8.MSC.2 Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</p> <p>2.2.8.MSC.4 Analyze, and correct movements and apply to refine movement skills.</p> <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</p>		<p><b>and control when moving in relation to others, objects, and boundaries in personal and general space.</b></p> <p><b>Students will demonstrate and perform movement skills with developmentally appropriate control in isolated settings.</b></p> <p><b>Students will learn and be able to demonstrate the roles of both defense and offense in a variety of game settings.</b></p>
--	--	--	--

	<p>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>		
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. <i>What are the differences between offense and defense?</i></li> <li>2. <i>What community resources are available to the public in order to participate in lifelong activities and sports?</i></li> <li>3. <i>What breathing exercises can be performed before, during, and after activity?</i></li> </ol>		
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b>		
	<b>Summative</b>	<b>Alternative</b>	
	<ul style="list-style-type: none"> <li>● Paper quizzes</li> <li>● Google Forms quizzes</li> <li>● Class discussions</li> </ul>	<ul style="list-style-type: none"> <li>● Unit test</li> </ul>	<ul style="list-style-type: none"> <li>● Skill assessments</li> </ul>
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	<ul style="list-style-type: none"> <li>● Pre-Assessment (paper or online)</li> <li>● Skill assessment (prior to the start of unit)</li> </ul>		
<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>● Organizers</li> <li>● Modeling</li> <li>● Cooperative Grouping</li> <li>● Guided Practice</li> <li>● Mini-Lessons</li> <li>● Learning Stations</li> </ul>		

	<ul style="list-style-type: none"> <li>● Study guides (Google Classroom)</li> <li>● Reflection</li> </ul>			
<b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i>	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b>	<b>Advanced Learners</b>
	<ul style="list-style-type: none"> <li>● Small group instruction</li> <li>● Clarified instruction</li> <li>● Read assessments aloud</li> <li>● Use native language for key terms, directions when possible and when needed</li> <li>● Additional time</li> <li>● Provide study guides</li> <li>● Single step directions</li> <li>● Classroom buddy</li> <li>● Peer modeling</li> <li>● Teacher demonstration</li> <li>● Visual cues</li> <li>● Adapted text review</li> </ul>	<ul style="list-style-type: none"> <li>● Additional time</li> <li>● Vary test formats</li> <li>● Read assessments aloud</li> <li>● Small group instruction</li> <li>● Single step directions</li> <li>● Shortened assignments/ assessments</li> <li>● Allow for test retakes</li> <li>● Vary test formats</li> <li>● Provide study guides</li> <li>● Oral directions</li> <li>● Class agenda</li> <li>● Word wall</li> <li>● Provide</li> </ul>	<ul style="list-style-type: none"> <li>● Additional time</li> <li>● Review/repeat directions</li> <li>● Provide examples</li> <li>● Visual charts</li> <li>● Small group instruction</li> <li>● Provide study guides</li> <li>● Class agenda/planner</li> <li>● Peer modeling</li> <li>● Teacher demonstration</li> <li>● Visual cues</li> <li>● Adapted text review</li> </ul>	<ul style="list-style-type: none"> <li>● Tiered assignments</li> <li>● Independent study</li> <li>● Flexible grouping</li> <li>● Learning stations</li> <li>● Project choices</li> </ul>

		<ul style="list-style-type: none"> <li>examples</li> <li>● Test retakes</li> <li>● Small group instruction</li> <li>● Peer modeling</li> <li>● Teacher demonstration</li> <li>● Visual cues</li> <li>● Adapted text review</li> </ul>		
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	
	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Mini-Lessons</li> <li>● Online Study Guides (Google Classroom)</li> <li>● Check-Lists</li> <li>● Goal Lists</li> <li>● Weekly Conference</li> <li>● Note taking sheets</li> <li>● Reference Materials (Google Classroom)</li> <li>● Study Buddy/Partners</li> </ul>		<ul style="list-style-type: none"> <li>● Choice of learning stations</li> <li>● Small group presentation</li> <li>● Tiered lessons</li> <li>● Handouts</li> </ul>	
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<p><b>Tier II: behaviors, develop, essential, negative, positive, connections, visualize, questioning, predictions, alternate, achieve, accurate, adapt, adjust, anticipate, approximate, appropriate, benefit, capable, category, circumstance, advantages, aim, appearance, conditions, characteristics, functions, focus, factors, purpose, reaction, resources, outcome, community, variety, strategies, effects, offense, defense.</b></p> <p><b>Tier III: recreational, lifetime activities, frisbee, ultimate, golf, kickball, 4-square, rotation, homeroom, single, double,</b></p>			

	<b>triple, out, flyball, score, offense, defense, lawn games, teamwork.</b>
<b>Integration of Technology</b> <a href="#">SAMR</a>	<ul style="list-style-type: none"> <li>● S &amp; A &amp; M: Google Docs is used for note taking, project work, and for material reference.</li> <li>● A: Students will take assessments on Google Forms</li> <li>● S: Students will view Youtube videos as a visual and hands-on tool</li> </ul>
<b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a>	<p><b>ELA:</b></p> <p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>



	NJLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
21 <sup>st</sup> Century Themes/Skills <a href="#">P21 Framework</a>	Themes	
	Skills	
	<b>Health Literacy</b> Obtaining, Interpreting and Understanding Basic Health Information and Services and Using Such Information and Services in Ways that Enhance Health.	<ul style="list-style-type: none"> <li>● Life and Career Skills</li> <li>● Learning and Innovation Skills</li> <li>● Information, Media, and Technology Skills</li> <li>● Communication and Collaboration</li> </ul>
Resources/Materials	<b>Materials:</b>  <b>Resources:</b> Google Classroom YouTube Teacher generated worksheets, study guides, and PowerPoints	

Instructional Unit Map			
Course Title: Health and Physical Education			
Unit Title	Cooperative Games/Activities	Start Date:	Winter
		Length of Unit:	20 days
Content Standards <i>What do we want them to know, understand, &amp; do?</i>	2.2.8.MSC.1 Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into	Learning Goals	<b>Students will be able to demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space.</b>

	<p>applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.8.MSC.2 Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</p> <p>2.2.8.MSC.4 Analyze, and correct movements and apply to refine movement skills.</p> <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>		<p><b>Students will demonstrate and perform movement skills with developmentally appropriate control in isolated settings.</b></p> <p><b>Students will learn and be able to demonstrate the roles of both defense and offense in a variety of game settings.</b></p> <p><b>Students will be able to correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</b></p>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. <i>What is spatial awareness and why is it beneficial during activity?</i></li> <li>2. <i>How is cooperation used throughout one's lifetime?</i></li> <li>3. <i>What are the different lawn games that can be played throughout one's life?</i></li> </ol>		

<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b>		<b>Summative</b>	<b>Alternative</b>
	<ul style="list-style-type: none"> <li>● Paper quizzes</li> <li>● Google Forms quizzes</li> <li>● Class discussions</li> </ul>		<ul style="list-style-type: none"> <li>● Unit test</li> </ul>	<ul style="list-style-type: none"> <li>● Skill assessments</li> </ul>
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	<ul style="list-style-type: none"> <li>● Pre-Assessment (paper or online)</li> <li>● Skill assessment (prior to the start of unit)</li> </ul>			
<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>● Organizers</li> <li>● Modeling</li> <li>● Cooperative Grouping</li> <li>● Guided Practice</li> <li>● Mini-Lessons</li> <li>● Learning Stations</li> <li>● Study guides (Google Classroom)</li> <li>● Reflection</li> </ul>			
<b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i>	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b>	<b>Advanced Learners</b>
	<ul style="list-style-type: none"> <li>● Small group instruction</li> <li>● Clarified instruction</li> <li>● Read assessments aloud</li> <li>● Use native language for key terms, directions when possible and when needed</li> <li>● Additional time</li> <li>● Provide study guides</li> </ul>	<ul style="list-style-type: none"> <li>● Additional time</li> <li>● Vary test formats</li> <li>● Read assessments aloud</li> <li>● Small group</li> </ul>	<ul style="list-style-type: none"> <li>● Additional time</li> <li>● Review/repeat directions</li> <li>● Provide examples</li> <li>● Visual charts</li> <li>● Small group instruction</li> <li>● Provide study guides</li> <li>● Class agenda/planner</li> </ul>	<ul style="list-style-type: none"> <li>● Tiered assignments</li> <li>● Independent study</li> <li>● Flexible grouping</li> <li>● Learning stations</li> </ul>

	<ul style="list-style-type: none"> <li>● Single step directions</li> <li>● Classroom buddy</li> <li>● Peer modeling</li> <li>● Teacher demonstration</li> <li>● Visual cues</li> <li>● Adapted text review</li> </ul>	<p>instruction</p> <ul style="list-style-type: none"> <li>● Single step directions</li> <li>● Shortened assignments/ assessments</li> <li>● Allow for test retakes</li> <li>● Vary test formats</li> <li>● Provide study guides</li> <li>● Oral directions</li> <li>● Class agenda</li> <li>● Word wall</li> <li>● Provide examples</li> <li>● Test retakes</li> <li>● Small group instruction</li> <li>● Peer modeling</li> <li>● Teacher demonstration</li> <li>● Visual cues</li> <li>● Adapted text review</li> </ul>	<ul style="list-style-type: none"> <li>● Peer modeling</li> <li>● Teacher demonstration</li> <li>● Visual cues</li> <li>● Adapted text review</li> </ul>	<ul style="list-style-type: none"> <li>● Project choices</li> </ul>
<b>Differentiated</b>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	

<p><b>Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Mini-Lessons</li> <li>● Online Study Guides (Google Classroom)</li> <li>● Check-Lists</li> <li>● Goal Lists</li> <li>● Weekly Conference</li> <li>● Note taking sheets</li> <li>● Reference Materials (Google Classroom)</li> <li>● Study Buddy/Partners</li> </ul>	<ul style="list-style-type: none"> <li>● Choice of learning stations</li> <li>● Small group presentation</li> <li>● Tiered lessons</li> <li>● Handouts</li> </ul>
<p><b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p><b>Tier II: behaviors, develop, essential, negative, positive, connections, visualize, questioning, predictions, alternate, achieve, accurate, adapt, adjust, anticipate, approximate, appropriate, benefit, capable, category, circumstance, advantages, aim, appearance, conditions, characteristics, functions, focus, factors, purpose, reaction, resources, outcome, community, variety, strategies, effects, offense, defense.</b></p> <p><b>Tier III: tag, games, scooter, cooperative, communication, teamwork, strategy, problem-solving, creative.</b></p>	
<p><b>Integration of Technology</b> <a href="#">SAMR</a></p>	<ul style="list-style-type: none"> <li>● S &amp; A &amp; M: Google Docs is used for note taking, project work, and for material reference.</li> <li>● A: Students will take assessments on Google Forms</li> <li>● S: Students will view Youtube videos as a visual and hands-on tool</li> </ul>	
<p><b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a></p>	<p><b>ELA:</b></p> <p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	

	<p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p><b>21<sup>st</sup> Century Themes/Skills</b>  <a href="#">P21 Framework</a></p>	<p style="text-align: center;"><b>Themes</b> <span style="float: right;"><b>Skills</b></span></p>	
<p><b>Resources/Materials</b></p>	<p><b>Health Literacy</b>  Obtaining, Interpreting and Understanding Basic Health Information and Services and Using Such Information and Services in Ways that Enhance Health.</p>	<ul style="list-style-type: none"> <li>● Life and Career Skills</li> <li>● Learning and Innovation Skills</li> <li>● Information, Media, and Technology Skills</li> <li>● Communication and Collaboration</li> </ul>
	<p><b>Materials:</b></p> <p><b>Resources:</b>  Google Classroom  YouTube</p>	

	Teacher generated worksheets, study guides, and PowerPoints
--	---

Instructional Unit Map			
Course Title: Health and Physical Education			
Unit Title	Fitness	Start Date:	Throughout the entire school year
		Length of Unit:	16 days
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<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. 0+</p> <p>2.2.8.PF.3 Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).</p> <p>2.2.8.PF.4 Implement and assess the effectiveness of a fitness plan</p>	<b>Learning Goals</b>	<p><b>Students will be able to identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.</b></p> <p><b>Students will be able to accept and respect others of all skill levels and abilities during participation.</b></p> <p><b>Students will participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness.</b></p> <p><b>Students will develop a short term and/or long-term health-related fitness goal.</b></p> <p><b>Students will be able to determine how different factors influence personal fitness and other healthy lifestyle choices.</b></p>

	<p>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>									
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. <i>What are the physical, social, emotional, and intellectual benefits of regular physical activity?</i></li> <li>2. <i>What factors influence personal fitness and lifestyle choices?</i></li> <li>3. <i>How do we create both a short-term and long-term health-related fitness goal?</i></li> </ol>									
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<table border="1" style="width: 100%; background-color: #f2f2f2;"> <thead> <tr> <th data-bbox="470 805 995 889" style="width: 47.5%;"><b>Formative</b></th> <th data-bbox="995 805 1528 889" style="width: 25%;"><b>Summative</b></th> <th data-bbox="1528 805 1944 889" style="width: 27.5%;"><b>Alternative</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="470 889 995 1024"> <ul style="list-style-type: none"> <li>● Paper quizzes</li> <li>● Google Forms quizzes</li> <li>● Class discussions</li> </ul> </td> <td data-bbox="995 889 1528 1024"> <ul style="list-style-type: none"> <li>● Unit test</li> </ul> </td> <td data-bbox="1528 889 1944 1024"> <ul style="list-style-type: none"> <li>● Skill assessments</li> </ul> </td> </tr> </tbody> </table>				<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>	<ul style="list-style-type: none"> <li>● Paper quizzes</li> <li>● Google Forms quizzes</li> <li>● Class discussions</li> </ul>	<ul style="list-style-type: none"> <li>● Unit test</li> </ul>	<ul style="list-style-type: none"> <li>● Skill assessments</li> </ul>
<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>								
<ul style="list-style-type: none"> <li>● Paper quizzes</li> <li>● Google Forms quizzes</li> <li>● Class discussions</li> </ul>	<ul style="list-style-type: none"> <li>● Unit test</li> </ul>	<ul style="list-style-type: none"> <li>● Skill assessments</li> </ul>								
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	<ul style="list-style-type: none"> <li>● Pre-Assessment (paper or online)</li> <li>● Skill assessment (prior to the start of unit)</li> </ul>									
<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>● Organizers</li> <li>● Modeling</li> <li>● Cooperative Grouping</li> <li>● Guided Practice</li> </ul>									



	<ul style="list-style-type: none"> <li>● Mini-Lessons</li> <li>● Learning Stations</li> <li>● Study guides (Google Classroom)</li> <li>● Reflection</li> </ul>			
<b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i>	<b>English Language Learners      Special Education Learners      Struggling Learners      Advanced Learners</b>			
	<ul style="list-style-type: none"> <li>● Small group instruction</li> <li>● Clarified instruction</li> <li>● Read assessments aloud</li> <li>● Use native language for key terms, directions when possible and when needed</li> <li>● Additional time</li> <li>● Provide study guides</li> <li>● Single step directions</li> <li>● Classroom buddy</li> <li>● Peer modeling</li> <li>● Teacher demonstration</li> <li>● Visual cues</li> <li>● Adapted text review</li> </ul>	<ul style="list-style-type: none"> <li>● Additional time</li> <li>● Vary test formats</li> <li>● Read assessments aloud</li> <li>● Small group instruction</li> <li>● Single step directions</li> <li>● Shortened assignments/assessments</li> <li>● Allow for test retakes</li> <li>● Vary test formats</li> <li>● Provide study guides</li> <li>● Oral directions</li> <li>● Class agenda</li> </ul>	<ul style="list-style-type: none"> <li>● Additional time</li> <li>● Review/repeat directions</li> <li>● Provide examples</li> <li>● Visual charts</li> <li>● Small group instruction</li> <li>● Provide study guides</li> <li>● Class agenda/planner</li> <li>● Peer modeling</li> <li>● Teacher demonstration</li> <li>● Visual cues</li> <li>● Adapted text review</li> </ul>	<ul style="list-style-type: none"> <li>● Tiered assignments</li> <li>● Independent study</li> <li>● Flexible grouping</li> <li>● Learning stations</li> <li>● Project choices</li> </ul>

		<ul style="list-style-type: none"> <li>● Word wall</li> <li>● Provide examples</li> <li>● Test retakes</li> <li>● Small group instruction</li> <li>● Peer modeling</li> <li>● Teacher demonstration</li> <li>● Visual cues</li> <li>● Adapted text review</li> </ul>		
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	
	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Mini-Lessons</li> <li>● Online Study Guides (Google Classroom)</li> <li>● Check-Lists</li> <li>● Goal Lists</li> <li>● Weekly Conference</li> <li>● Note taking sheets</li> <li>● Reference Materials (Google Classroom)</li> <li>● Study Buddy/Partners</li> </ul>		<ul style="list-style-type: none"> <li>● Choice of learning stations</li> <li>● Small group presentation</li> <li>● Tiered lessons</li> <li>● Handouts</li> </ul>	
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<b>Tier II: behaviors, develop, essential, negative, positive, connections, visualize, questioning, predictions, alternate, achieve, accurate, adapt, adjust, anticipate, approximate, appropriate, benefit, capable, category, circumstance, advantages, aim, appearance, conditions, characteristics, functions, focus, factors, purpose, reaction, resources, outcome, community, variety, strategies, effects.</b>			

	<p><b>Tier III: fitness, goals, short-term, long-term, cardiovascular, aerobics, power, strength, flexibility, balance, coordination, agility, anaerobic, muscular, endurance, body composition, speed, nutrition, technology, pedometers, heart rate monitors, virtual classes, fitness, indicators, anabolic steroids.</b></p>
<p><b>Integration of Technology</b> <a href="#">SAMR</a></p>	<ul style="list-style-type: none"> <li>● S &amp; A &amp; M: Google Docs is used for note taking, project work, and for material reference.</li> <li>● A: Students will take assessments on Google Forms</li> <li>● S: Students will view Youtube videos as a visual and hands-on tool</li> </ul>
<p><b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a></p>	<p><b>ELA:</b> RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.</p>

	<p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<b>21<sup>st</sup> Century Themes/Skills</b> <a href="#">P21 Framework</a>	<b>Themes</b>	
	<b>Skills</b>	
	<b>Health Literacy</b> Obtaining, Interpreting and Understanding Basic Health Information and Services and Using Such Information and Services in Ways that Enhance Health.	<ul style="list-style-type: none"> <li>● Life and Career Skills</li> <li>● Learning and Innovation Skills</li> <li>● Information, Media, and Technology Skills</li> <li>● Communication and Collaboration</li> </ul>
<b>Resources/Materials</b>	<b>Materials:</b>  <b>Resources:</b> Google Classroom YouTube Teacher generated worksheets, study guides, and PowerPoints	

## Instructional Unit Map

<b>Course Title: Health and Physical Education</b>			
<b>Unit Title</b>	<b>Rhythm/Dance</b>	<b>Start Date:</b>	December

		Length of Unit:	5 days
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<p>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).</p> <p>2.2.8.MSC.2 Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</p> <p>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).</p> <p>2.2.8.MSC.4 Analyze, and correct movements and apply to refine movement skills.</p> <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>	<b>Learning Goals</b>	<p><b>Students will demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space.</b></p> <p><b>Students will be able to explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</b></p> <p><b>Students will be able to demonstrate and perform movement skills with developmentally appropriate control in isolated settings.</b></p> <p><b>Students will develop the necessary body control to improve stability and balance during movement and physical activity.</b></p> <p><b>Students will be able to correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</b></p>

<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. <i>What is spatial awareness and why is it important during dance?</i></li> <li>2. <i>Why is movement sequences and tempo important?</i></li> <li>3. <i>Why is flexibility and balance important for dance?</i></li> <li>4. <i>What benefits does knowing how to perform line and social dances have?</i></li> </ol>			
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b>		<b>Summative</b>	<b>Alternative</b>
	<ul style="list-style-type: none"> <li>• Paper quizzes</li> <li>• Google Forms quizzes</li> <li>• Class discussions</li> </ul>		<ul style="list-style-type: none"> <li>• Unit test</li> </ul>	<ul style="list-style-type: none"> <li>• Skill assessments</li> </ul>
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	<ul style="list-style-type: none"> <li>• Pre-Assessment (paper or online)</li> <li>• Skill assessment (prior to the start of unit)</li> </ul>			
<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>• Organizers</li> <li>• Modeling</li> <li>• Cooperative Grouping</li> <li>• Guided Practice</li> <li>• Mini-Lessons</li> <li>• Learning Stations</li> <li>• Study guides (Google Classroom)</li> <li>• Reflection</li> </ul>			
<b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i>	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b>	<b>Advanced Learners</b>
	<ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Clarified instruction</li> <li>• Read assessments aloud</li> <li>• Use native language for key terms, directions when</li> </ul>	<ul style="list-style-type: none"> <li>• Additional time</li> <li>• Vary test formats</li> <li>• Read</li> </ul>	<ul style="list-style-type: none"> <li>• Additional time</li> <li>• Review/repeat directions</li> <li>• Provide examples</li> <li>• Visual charts</li> </ul>	<ul style="list-style-type: none"> <li>• Tiered assignments</li> <li>• Independent study</li> <li>• Flexible</li> </ul>

	<p>possible and when needed</p> <ul style="list-style-type: none"> <li>• Additional time</li> <li>• Provide study guides</li> <li>• Single step directions</li> <li>• Classroom buddy</li> <li>• Peer modeling</li> <li>• Teacher demonstration</li> <li>• Visual cues</li> <li>• Adapted text review</li> </ul>	<p>assessments aloud</p> <ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Single step directions</li> <li>• Shortened assignments/assessments</li> <li>• Allow for test retakes</li> <li>• Vary test formats</li> <li>• Provide study guides</li> <li>• Oral directions</li> <li>• Class agenda</li> <li>• Word wall</li> <li>• Provide examples</li> <li>• Test retakes</li> <li>• Small group instruction</li> <li>• Peer modeling</li> <li>• Teacher demonstration</li> <li>• Visual cues</li> </ul>	<ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Provide study guides</li> <li>• Class agenda/planner</li> <li>• Peer modeling</li> <li>• Teacher demonstration</li> <li>• Visual cues</li> <li>• Adapted text review</li> </ul>	<p>grouping</p> <ul style="list-style-type: none"> <li>• Learning stations</li> <li>• Project choices</li> </ul>
--	--	--	---	--

		<ul style="list-style-type: none"> <li>Adapted text review</li> </ul>		
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	
	<ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>Mini-Lessons</li> <li>Online Study Guides (Google Classroom)</li> <li>Check-Lists</li> <li>Goal Lists</li> <li>Weekly Conference</li> <li>Note taking sheets</li> <li>Reference Materials (Google Classroom)</li> <li>Study Buddy/Partners</li> </ul>		<ul style="list-style-type: none"> <li>Choice of learning stations</li> <li>Small group presentation</li> <li>Tiered lessons</li> <li>Handouts</li> </ul>	
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<b>Tier II: behaviors, develop, essential, negative, positive, connections, visualize, questioning, predictions, alternate, achieve, accurate, adapt, adjust, anticipate, approximate, appropriate, benefit, capable, category, circumstance, advantages, aim, appearance, conditions, characteristics, functions, focus, factors, purpose, reaction, resources, outcome, community, variety, strategies, effects, offense, defense.</b>  <b>Tier III: dance, rhythm, jump rope, hula-hoops, line dance, social dance, counts, sync, tempo, sequences.</b>			
<b>Integration of Technology</b> <a href="#">SAMR</a>	<ul style="list-style-type: none"> <li>S &amp; A &amp; M: Google Docs is used for note taking, project work, and for material reference.</li> <li>A: Students will take assessments on Google Forms</li> <li>S: Students will view Youtube videos as a visual and hands-on tool</li> </ul>			
<b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a>	<b>ELA:</b> RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			



	<p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>			
<p><b>21<sup>st</sup> Century Themes/Skills</b>  <a href="#">P21 Framework</a></p>	<table border="1" style="width: 100%; background-color: black; color: white;"> <thead> <tr> <th style="width: 50%; text-align: center;">Themes</th> <th style="width: 50%; text-align: center;">Skills</th> </tr> </thead> </table>		Themes	Skills
Themes	Skills			
<p><b>Resources/Materials</b></p>	<p><b>Health Literacy</b>  Obtaining, Interpreting and Understanding Basic Health Information and Services and Using Such Information and Services in Ways that Enhance Health.</p>	<ul style="list-style-type: none"> <li>● Life and Career Skills</li> <li>● Learning and Innovation Skills</li> <li>● Information, Media, and Technology Skills</li> <li>● Communication and Collaboration</li> </ul>		
	<p><b>Materials:</b></p>			

	<p><b>Resources:</b> Google Classroom YouTube Teacher generated worksheets, study guides, and PowerPoints</p>
--	---