

PITTSGROVE TOWNSHIP SCHOOL DISTRICT



Course Name: Health/PE	Grade Level(s): 8
Department: Health and Physical Education	Credits:
BOE Adoption Date:	Revision Date(s):

Course Description

8th grade health education is designed to provide our students with the most current information in our field. By creating a fun filled inclusive and diverse Health environment we will afford our students with the opportunity to lead a healthy and active lifestyle. Topics that will be discussed include: Wellness, Stress Management, Drugs, Alcohol and Tobacco, Pregnancy, Relationships, Sexual Health, and Relationships. Physical Education covers units of Team sports, Individual and Dual Sports, Recreation and Lawn games, Cooperative games Physical Fitness, and Rhythm and Dance. The focus of this portion will be physical fitness for lifetime wellness as well as cooperation, sport and games strategy, sportsmanship and skill mastery as well as diversity within sport.

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 8th Grade

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
Sexual Health	15 days	2.1.8.PGS.3 2.1.8.SSH.1 2.1.8.SSH.2 2.1.8.SSH.7 2.1.8.SSH.8 2.1.8.SSH.9 2.1.8.SSH.10 2.1.8.SSH.11 2.1.8.CHSS.1 2.1.8.CHSS.2 2.1.8.CHSS.3 2.1.8.CHSS.4 2.1.8.CHSS.5 2.3.8.PS.1 2.3.8.PS.2 2.3.8.PS.3 2.3.8.PS.4 2.3.8.PS.5 2.3.8.PS.6 2.1.8.PGD.3 2.3.8.HCDM.3 2.3.8.HCDM.4 2.3.8.HCDM.5 2.3.8.ATD.2	Students will be able to: Understand the differences between anal, oral, and vaginal sex Explain the difference between gender identity, gender expression and sexual orientation. Identify places and people in the community and school that can assist with sexual health support Identify signs and symptoms of STIs Understand the dangers of sex trafficking and sexual violence Understand how to do a self breast exam and self testicular exam Understand consent and personal agency and how to utilize and create personal boundaries	Define and explain sexual protective measures and the effectivity of each Discuss the difference between gender identity, expression and sexual orientation Identify key people and community access points that support sexual health Present signs and symptoms of STIs Understand ways to prevent sex trafficking Define and Discuss the need for consent and sexual boundaries. Discuss the physical mental and emotional effects of sexual activity Discuss ways to protect yourself from the negative impacts of social

			<p>Understand the impact of technology and social media on sexual health</p> <p>Understand what sex is and different ways to protect from STI's and unintended Pregnancy</p>	<p>media</p> <p>Analyze when a person is ready to engage in sexual activity</p>
Drugs, Alcohol, and Tobacco	15 days	<p>2.3.8.ATD.1</p> <p>2.3.8.ATD.2</p> <p>2.3.8.ATD.3</p> <p>2.3.8.ATD.4</p> <p>2.3.8.ATD.5</p> <p>2.3.8.DSDT.1</p> <p>2.3.8.DSDT.2</p> <p>2.3.8.DSDT.3</p> <p>2.3.8.DSDT.4</p> <p>2.3.8.DSDT.5</p>	<p>Students will be able to:</p> <p>Understand the impact of drug and alcohol abuse on relationships</p> <p>Understand the impact of drugs and alcohol on decision making and consent</p> <p>Determine the factors that contribute to different rules, laws and policies for nicotine, drugs and alcohol</p> <p>Understand the effect of drugs on the body</p> <p>Understand positive and negative peer pressure</p>	<p>Identify and present on different drugs and their physical, mental and social effects.</p> <p>Identify the negative effects of vaping.</p> <p>Discuss positive and negative peer pressure and how to utilize peer pressure for positive outcomes.</p>
Relationships	15 days	<p>2.1.8.SSH.3</p> <p>2.1.8.SSH.4</p> <p>2.1.8.SSH.5</p>	<p>Students will be able to:</p> <p>Define positive communication skills in difficult relational situations</p>	<p>Discuss positive versus negative communication skills and how to deal with different difficult relational</p>

		<p>2.1.8.SSH.6 2.1.8.CHSS.1 2.1.8.CHSS.2 2.1.8.CHSS.3 2.1.8.CHSS.4 2.1.8.CHSS.8 2.3.8.PS.1 2.3.8.PS.2 2.3.8.PS.3 2.3.8.PS.4 2.3.8.PS.5 2.3.8.PS.6 2.3.8.PS.7</p>	<p>Compare and Contrast positive and negative relationships</p> <p>Define friendships, romantic and sexual relationships</p> <p>Understand the signs and symptoms of domestic violence and how to minimize risk</p> <p>Understand how to communicate consent in relationships</p> <p>Understand how to positively interact online with friends, family and loved ones.</p>	<p>situations.</p> <p>Discuss and identify aspects of positive and negative relationships</p> <p>Define what creates a positive relationship including good communication, honesty, respect and trust</p> <p>Memorize the cycle of abuse in domestic violence and abusive relationships</p> <p>Understand different ways to communicate consent in relationships and how to draw healthy boundaries</p> <p>Understand how to utilize social media in a healthy way</p>
Pregnancy	15 days	<p>2.1.8.PP.1 2.1.8.PP.2 2.1.8.PP.3 2.1.8.PP.4 2.1.8.PP.5 2.1.8.SSH.11 2.1.8.CHSS.1 2.3.8.HCDM.5</p>	<p>Students will be able to:</p> <p>Describe signs and symptoms of pregnancy and identify ways to test for pregnancy</p> <p>Summarize the stages of pregnancy from fertilization to birth</p> <p>Identify the need for prenatal care</p> <p>Predict challenges that may be</p>	<p>Identify signs and symptoms of pregnancy</p> <p>Memorize and summarize the stages of pregnancy and embryology from fertilization to birth</p> <p>Discuss the importance of prenatal care and learn the best health practices for pregnancy</p>

			<p>faced by adolescent parents and their families</p> <p>Identify protection against unintended pregnancies</p>	<p>Identify different profilactates and safe sex practices to reduce the risk of unintended pregnancies</p> <p>Discuss the impact of teen pregnancies and unintended pregnancy</p>
<p>PE: Team Sports Basketball Soccer Softball/Wiffle Ball Football Volleyball Hockey Lacrosse</p>	<p>35 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 2.2.8.MSC.6 2.2.8.MSC.7 2.2.8.PF.1 2.2.8.PF.2</p>	<p>Students will be able to:</p> <p>Apply skills from each sport to sport activities</p> <p>Demonstrate control over movement and skills in interactive environment</p> <p>Understand and create tactical strategies of offense and defense</p> <p>Understand rules and scoring of each sport</p> <p>Self Assess and Peer assess movement and strategies in applied settings</p> <p>Understand practical ways to demonstrate emotions during a game setting Involve everyone of ability level in a game</p>	<p>Practice and use appropriate skills in a game setting</p> <p>Review and demonstrate the positions of offense and defense in each sport and individually apply strategies for both</p> <p>Memorize and utilize rules and scoring for each sport</p> <p>Utilize and demonstrate self and peer assessment of skills by observing and giving feedback</p> <p>Break down skills into specific steps and give feedback in a team setting during a sport or activity.</p> <p>Display appropriate emotional responses during activities give positive feedback to teammates</p> <p>Understand sports in different cultures and what role it plays</p>

			Explore by leading self and others to experience and participate in different culture's sports	Recognize and verbalize the strengths of teammates with different ability levels and engage encouraging behaviors to increase participation of all students.
PE: Individual/Dual Lifetime Sports Badminton Tennis Pickleball Golf Bowling Track	23 days	2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.3 2.2.8.MSC.4 2.2.8.MSC.5 2.2.8.MSC.6 2.2.8.MSC.7 2.2.8.PF.1 2.2.8.PF.2	Students will be able to: Apply skills from each sport to sport activities Demonstrate control over movement and skills in interactive environment Understand tactical strategies of offense and defense Understand rules and scoring of each sport Self Assess and Peer assess movement and strategies in applied settings Understand how individual and dual sports are sports they can participate in for a lifetime Develop and build an effective movement and physical fitness vocabulary for self, peers, family members that can enhance wellness	Practice and use appropriate skills in a game setting Review and demonstrate the positions of offense and defense in each sport and individually apply strategies for both Memorize and utilize rules and scoring for each sport Utilize and demonstrate self and peer assessment of skills by observing and giving feedback Break down skills into specific steps and give feedback in a team setting during a sport or activity. Display appropriate emotional responses during activities give positive feedback to teammates Understand sports in different cultures and what role it plays

				<p>Recognize and verbalize the strengths of teammates with different ability levels and engage encouraging behaviors to increase participation of all students.</p> <p>Plan to Utilize individual and dual sports in their own time and figure out which one they enjoy the most</p> <p>Understand lifelong fitness and the role of individual and dual sports.</p>
<p>PE: Rec games/Lifetime Activities Lawn games (rotation) Kickball Frisbee Golf/Ultimate Frisbee 4-Square Scooter Games Tag Games</p>	30 days	<p>2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.3 2.2.8.MSC.4 2.2.8.MSC.5 2.2.8.MSC.6 2.2.8.MSC.7 2.2.8.PF.1 2.2.8.PF.2 2.2.8.LF.6</p>	<p>Students will be able to: Apply appropriate skills and movement to recreational games and sports</p> <p>Demonstrate control over movement and skills in interactive environment</p> <p>Understand rules and scoring of each sport</p> <p>Self Assess and Peer assess movement and strategies in applied settings</p> <p>Understand how recreational activities and sports are lifetime activities</p>	<p>Practice and use appropriate skills in a game setting</p> <p>Review and demonstrate the positions of offense and defense in each sport and create/ apply strategies for both</p> <p>Memorize and utilize rules and scoring for each sport</p> <p>Utilize and demonstrate self and peer assessment of skills by observing and giving feedback</p> <p>Break down skills into specific steps and give feedback in a team setting during a sport or activity.</p>

			<p>Understand the importance of how people in their community can access organized recreational activities and sports</p> <p>Develop and build an effective movement and physical fitness vocabulary for self, peers, family members that can enhance wellness</p>	<p>Display appropriate emotional responses during activities give positive feedback to teammates</p> <p>Understand sports in different cultures and what role it plays</p> <p>Recognize and verbalize the strengths of teammates with different ability levels and engage encouraging behaviors to increase participation of all students.</p> <p>Plan to play lawn games and Recreational games in their own time and figure out which one they enjoy the most</p> <p>Understand lifelong fitness and the role of recreational and lawn games..</p> <p>Identify activities and facilities that promote recreational games and lawn games within the community and how to access them.</p>
PE: Cooperative Games/Activities	5 days	2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.3	<p>Students will be able to:</p> <p>Understand practical ways to</p>	Practice and use appropriate skills in a game setting

		<p>2.2.8.MSC.4 2.2.8.MSC.5 2.2.8.MSC.6 2.2.8.MSC.7 2.2.8.PF.1 2.2.8.PF.2</p>	<p>demonstrate emotions during a game setting</p> <p>Understand practical ways to demonstrate emotions during a game setting</p> <p>Analyze and correct movements and apply to refine movement skills</p> <p>Understand the impact of sportsmanship on player’s behavior in small groups and large teams during games.</p> <p>Demonstrate cooperative strategies in a variety of settings.</p> <p>Recognize and involve everyone in the activity</p>	<p>Utilize and demonstrate self and peer assessment of skills by observing and giving feedback</p> <p>Display appropriate emotional responses during activities</p> <p>Communicate and utilize the strengths of fellow students with different ability levels and engage encouraging behaviors to increase participation of all students.</p> <p>Verbalize how they plan to use cooperative skills can be applied to other areas of life</p> <p>Identify and use cooperative skills and strategies to improve activity outcomes</p>
<p>PE: Fitness Cardio/Aerobics Power/Strength Flexibility/Balance Coordination/Agility</p>	<p>16 days</p>	<p>2.1.8.PGD.4 2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.3 2.2.8.MSC.4 2.2.8.MSC.7 2.2.8.PF.1 2.2.8.PF.5 2.2.8.LF.1 2.2.8.LF.2</p>	<p>Students will be able to: Analyze the relationship between healthy behaviors and personal health</p> <p>Demonstrate planned movement sequences individually and with others based on physical activities</p> <p>Analyze and correct movements and</p>	<p>Give verbal feedback about how long term fitness activities has improved their personal health</p> <p>Participate safely in a variety of fitness activities and follow the demonstrations of how to perform movements.</p> <p>Receive feedback and correction in</p>

		2.2.8.LF.5	<p>apply to ravine movements</p> <p>Correct movements and apply to refine movement skills Use evidence to predict how physical fitness activities impact personal fitness and health</p> <p>Participate in a variety of physical activities</p> <p>Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.</p>	<p>movement and apply it.</p> <p>Give feedback on how physical fitness can impact personal fitness and health</p> <p>Correctly identify parts of the body that specific fitness activities affect and improve.</p> <p>Understand the role of heart rate when it comes to physical fitness.</p>
PE: Rhythm/Dance	5 days	<p>2.2.8.MSC.1</p> <p>2.2.8.MSC.2</p> <p>2.2.8.MSC.3</p> <p>2.2.8.MSC.4</p> <p>2.2.8.MSC.7</p> <p>2.2.8.PF.1</p>	<p>Students will be able to:</p> <p>Demonstrate the transition of movement skills from isolated settings to dance</p> <p>Demonstrate control of motion and force, flow, time and space in interactive dynamic environments.</p> <p>Create and demonstrate planned movement sequences</p>	<p>Create and perform movements based on tempo, beat, rhythm, music and physical activities.</p> <p>Use aspects of fitness to create a sequence of movement.</p>

Instructional Unit Map

Course Title: Health and Physical Education 8th Grade

Unit Title	Sexual Health		Start Date:	1st Health cycle
			Length of Unit:	15 days
Content Standards <i>What do we want them to know, understand, & do?</i>	2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies. 0 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation. 0 + 2.1.8.SSH.2: Develop a plan for the school to promote dignity and	Learning Goals	Students will be able to: Understand the differences between anal, oral, and vaginal sex Explain the difference between gender identity, gender expression and sexual orientation. Identify places and people in the community and school that can assist with sexual health support Identify signs and symptoms of STIs	

	<p>respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community. +</p> <p>2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors. 0</p> <p>2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).</p> <p>2.1.8.SSH.9: Define vaginal, oral, and anal sex.</p> <p>2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).</p> <p>2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).</p> <p>2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination,</p>		<p>Understand the dangers of sex trafficking and sexual violence</p> <p>Understand how to do a self breast exam and self testicular exam</p> <p>Understand consent and personal agency and how to utilize and create personal boundaries</p> <p>Understand the impact of technology and social media on sexual health</p> <p>Understand what sex is and different ways to protect from STI's and unintended Pregnancy</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>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.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.</p> <p>2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked. 0</p> <p>2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources 0</p> <p>2.3.8.PS.2: Define sexual consent and sexual agency.</p> <p>2.3.8.PS.3: Define interpersonal and sexual violence and describe their</p>		
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

	<p>impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).</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>2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.</p> <p>2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).</p> <p>2.3.8.HCDM.4: Describe the signs,</p>		
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

	<p>symptoms, and potential impacts of STIs (including HIV).</p> <p>2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission. 0</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>Essential Questions</p>	<p>How can a person protect themselves from STIs and unintended pregnancies?</p> <p>What is the difference between gender identity, expression and sexual orientation?</p> <p>Who are people that are safe to talk to if you need answers or support for sexual health?</p> <p>What are the signs and symptoms of the most common STIs?</p> <p>What are ways you can prevent sex trafficking and risky behavior on technology?</p> <p>Why is it important to understand how to use consent and how to set personal boundaries for yourself?</p> <p>What are the physical, mental/emotional, and social impacts of sex?</p> <p>When is a person ready to have sex?</p>								
<p>Assessments</p> <p><i>How will we know they have gained the knowledge & skills?</i></p>	<table border="1"> <thead> <tr> <th data-bbox="470 1125 995 1208">Formative</th> <th data-bbox="995 1125 1528 1208">Summative</th> <th data-bbox="1528 1125 1944 1208">Alternative</th> </tr> </thead> <tbody> <tr> <td data-bbox="470 1208 995 1359"> <ul style="list-style-type: none"> ● Quizzes ● Journal entries ● Class discussions </td> <td data-bbox="995 1208 1528 1359"> <ul style="list-style-type: none"> ● Unit test </td> <td data-bbox="1528 1208 1944 1359"> <ul style="list-style-type: none"> ● Test retakes ● Verbal Test ● Discussions </td> </tr> </tbody> </table>			Formative	Summative	Alternative	<ul style="list-style-type: none"> ● Quizzes ● Journal entries ● Class discussions 	<ul style="list-style-type: none"> ● Unit test 	<ul style="list-style-type: none"> ● Test retakes ● Verbal Test ● Discussions
Formative	Summative	Alternative							
<ul style="list-style-type: none"> ● Quizzes ● Journal entries ● Class discussions 	<ul style="list-style-type: none"> ● Unit test 	<ul style="list-style-type: none"> ● Test retakes ● Verbal Test ● Discussions 							

	<ul style="list-style-type: none"> ● Short reflections ● Think pair share 		<ul style="list-style-type: none"> ● Writing samples <p>**Alternative Assignment/Assessments - 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 Discoveryeducation.com.</p> <p>Topics include:</p> <ul style="list-style-type: none"> ● Self-Awareness and Managing Emotions ● Relationship skills - empathy, respect and getting along with others ● Bullying Prevention ● Physical Activity and the body ● Human Body Systems ● Viruses, Bacteria and related diseases ● Environmental Health ● Healthy Eating ● Substance Abuse
--	---------------------------------------------------------------------------------------------------	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

				Prevention ● Vaping and E-Cigarettes
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> ● Class Discussions ● Journal assignments ● What do you know and What do you have questions about? 			
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Organizers ● Think pair share ● Cooperative Grouping ● Journaling ● Guided Practice ● Mini-Lessons ● Learning Stations ● Study guides (Google Classroom) ● Reflection ● Debates ● Peer discussions, Teacher student discussions 			
Instructional/Assessment Scaffolds <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"> ● Use native language and Text ● Modify expectations and learning goals ● Extra time for assignments 	<ul style="list-style-type: none"> ● Additional time ● Vary test formats ● Read assessments aloud 	<ul style="list-style-type: none"> ● Additional time ● Review/repeat directions ● Provide examples ● Visual charts ● Preferential seating ● Small group instruction 	<ul style="list-style-type: none"> ● Tiered assignments ● Independent study ● Flexible grouping ● Learning

		<ul style="list-style-type: none"> ● Organizers ● Visual charts ● Preferential seating ● Small group instruction ● Single step directions ● Shortened assignments/assessments ● Allow for test retakes ● Vary test formats ● Provide study guides ● Oral directions ● Class agenda ● Word wall ● Provide examples ● Test retakes ● Small group instruction ● Learning stations ● Project choice 	<ul style="list-style-type: none"> ● Provide study guides ● Class agenda/planner ● Learning stations ● Project choices 	<ul style="list-style-type: none"> ● stations ● Project choices
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------

Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<ul style="list-style-type: none"> ● Graphic Organizers ● Mini-Lessons ● Online Study Guides (Google Classroom) ● Check-Lists ● Goal Lists ● Weekly Conference ● Note taking ● Reference Materials (Google Classroom) ● Study Buddy/Partners 	<ul style="list-style-type: none"> ● Choice of learning stations ● Small group presentation ● Tiered lessons ● Powerpoint presentations ● Journal entries
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<p>Tier II: Discuss, community, prevention, consequences, values, boundaries, impact, safety, myth, fact, reduce, medicine, health, wellness, compare, contrast, risk, legal, illegal, consensual, acceptance, tolerance, contagious</p> <p>Tier III: Consent, Sex, Oral, Anal, Vaginal, Reproduction, STI, Bacterial, Fungal, Viral, Pubic, Technology, Social Media, Sex Trafficking, Contraceptive, erection, Refusal skills, vaccination, abstinence, profilactics, condom, spermicide, safe sex practices, HIV, sexting, transgender, LGBTQ+, gender identity, gender assigned, transmission</p>	
Integration of Technology SAMR	<ul style="list-style-type: none"> ● S & A & M: Google Docs is used for note taking, project work, and for material reference. ● A: Students will take assessments on Google Forms ● S: Students will view Youtube videos as a visual and hands-on tool ● S: Students will write journal entries on Google Docs ● S: Students will use Google Slides to create presentations 	
Interdisciplinary Connections NJ Student Learning Standards	<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>21st Century Themes/Skills P21 Framework</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 50%;">Themes</th> <th style="width: 50%;">Skills</th> </tr> </thead> <tbody> <tr> <td data-bbox="470 1076 1234 1268"> <p>Health Literacy 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 1076 1944 1268"> <ul style="list-style-type: none"> ● Life and Career Skills ● Learning and Innovation Skills ● Information, Media, and Technology Skills ● Communication and Collaboration </td> </tr> </tbody> </table>		Themes	Skills	<p>Health Literacy 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"> ● Life and Career Skills ● Learning and Innovation Skills ● Information, Media, and Technology Skills ● Communication and Collaboration
Themes	Skills					
<p>Health Literacy 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"> ● Life and Career Skills ● Learning and Innovation Skills ● Information, Media, and Technology Skills ● Communication and Collaboration 					
<p>Resources/Materials</p>	<p>Google Classroom Teacher generated worksheets, study guides, and PowerPoints</p>					

	<p>DiscoveryEducation.com</p> <p>Health.gov</p> <p>CDC.gov</p> <p>KidsHealth.org</p> <p>MedlinePlus.gov</p> <p>MayoClinic.org</p> <p>NationalInstituteofHealth.gov</p> <p>https://www.youtube.com/c/CDC/</p> <p>https://www.nj.gov</p> <p>https://www.loveisrespect.org</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Instructional Unit Map				
Course Title: Health and Physical Education 8th Grade				
Unit Title	Drugs, Alcohol, Tobacco		Start Date:	2nd Health cycle
			Length of Unit:	15 days
Content Standards <i>What do we want them to know, understand, & do?</i>	<ul style="list-style-type: none"> 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. 2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk 	Learning Goals	<p>Students will be able to:</p> <p>Understand the impact of drug and alcohol abuse on relationships</p> <p>Understand the impact of drugs and alcohol on decision making and consent</p> <p>Determine the factors that contribute to different rules, laws and</p>	

	<p>for sexual assault and abuse.</p> <p>2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.</p> <p>2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.</p> <p>2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes</p> <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</p>		<p>policies for nicotine, drugs and alcohol</p> <p>Understand the affect of drugs on the body</p> <p>Understand positive and negative peer pressure</p> <p>Identify services that are able to help with addiction</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	social, emotional, and physical lives of friends and family members. 2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.		
Essential Questions	What is addiction? How does addiction affect relationships? What types of risky behaviors does drug use and abuse lead to? What is the impact of negative and positive peer pressure?		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative		
	<ul style="list-style-type: none"> ● Quizzes ● Journal entries ● Class discussions ● Short reflections ● Think pair share 	Summative	
		<ul style="list-style-type: none"> ● Unit test 	Alternative
		<ul style="list-style-type: none"> ● Test retakes ● Verbal Test ● Discussions ● Writing samples 	
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> ● Class Discussions ● Journal assignments ● What do you know and What do you have questions about? 		
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Organizers ● Think pair share ● Cooperative Grouping 		

	<ul style="list-style-type: none"> ● Journaling ● Guided Practice ● Mini-Lessons ● Learning Stations ● Study guides (Google Classroom) ● Reflection ● Debates ● Peer discussions, Teacher student discussions 			
Instructional/Assessment Scaffolds <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"> ● Use native language and Text ● Modify expectations and learning goals ● Extra time for assignments 	<ul style="list-style-type: none"> ● Additional time ● Vary test formats ● Read assessments aloud ● Organizers ● Visual charts ● Preferential seating ● Small group instruction ● Single step directions ● Shortened assignments/assessments 	<ul style="list-style-type: none"> ● Additional time ● Review/repeat directions ● Provide examples ● Visual charts ● Preferential seating ● Small group instruction ● Provide study guides ● Class agenda/planner ● Learning stations ● Project choices 	<ul style="list-style-type: none"> ● Tiered assignments ● Independent study ● Flexible grouping ● Learning stations ● Project choices

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

<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier II: Discuss, community, prevention, consequences, values, boundaries, impact, safety, myth, fact, reduce, medicine, health, wellness, peer pressure, coping, abuse, reaction</p> <p>Tier III: Drugs, Injectables, hallucinogens, addiction, trauma, depression, anxiety, mental illness, side effects,</p>
<p>Integration of Technology SAMR</p>	<ul style="list-style-type: none"> ● S & A & M: Google Docs is used for note taking, project work, and for material reference. ● A: Students will take assessments on Google Forms ● S: Students will view Youtube videos as a visual and hands-on tool ● S: Students will write journal entries on Google Docs ● S: Students will use Google Slides to create presentations
<p>Interdisciplinary Connections NJ Student Learning Standards</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>21st Century Themes/Skills P21 Framework</p>	<table border="1"> <thead> <tr> <th data-bbox="470 513 1234 586">Themes</th> <th data-bbox="1234 513 1944 586">Skills</th> </tr> </thead> <tbody> <tr> <td data-bbox="470 586 1234 777"> <p>Health Literacy 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 586 1944 777"> <ul style="list-style-type: none"> ● Life and Career Skills ● Learning and Innovation Skills ● Information, Media, and Technology Skills ● Communication and Collaboration </td> </tr> </tbody> </table>		Themes	Skills	<p>Health Literacy 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"> ● Life and Career Skills ● Learning and Innovation Skills ● Information, Media, and Technology Skills ● Communication and Collaboration
Themes	Skills					
<p>Health Literacy 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"> ● Life and Career Skills ● Learning and Innovation Skills ● Information, Media, and Technology Skills ● Communication and Collaboration 					
<p>Resources/Materials</p>	<p>Google Classroom DiscoveryEducation.com Health.gov CDC.gov KidsHealth.org MedlinePlus.gov MayoClinic.org NationalInstituteofHealth.gov Teacher generated worksheets, study guides, and PowerPoints</p>					

Instructional Unit Map

Course Title: Health and Physical Education 8th Grade

Unit Title	Relationships	Start Date:	3rd Health cycle
Content Standards <i>What do we want them to know, understand, & do?</i>	<p>2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships</p> <p>2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.</p> <p>2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.</p> <p>2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change. 0</p> <p>2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).</p> <p>2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent</p>	Length of Unit:	15 days
	Learning Goals	<p>Students will be able to:</p> <ul style="list-style-type: none"> Define positive communication skills in difficult relational situations by brainstorming and coming up with practical ways to communicate Compare and Contrast positive and negative relationships through class discussion Define friendships, romantic and sexual relationships Understand the signs and symptoms of domestic violence and how to minimize risk Understand how to communicate consent in relationships Understand how to positively interact online with friends, family and loved ones. Understand the role of relationships in different cultures. 	

	to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking. 2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual health		
Essential Questions	<p>What are the different types of relationships that people have?</p> <p>What are ways relationships can help cope with stressful and traumatic situations?</p> <p>Who are the people you trust most and what makes them trustworthy?</p> <p>What are different ways you communicate with others?</p> <p>How do you help support a friend or loved one who is going through depression and anxiety?</p>		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	<div style="display: flex; justify-content: space-around;"> Formative Summative Alternative </div>		
	<ul style="list-style-type: none"> ● Quizzes ● Journal entries ● Class discussions ● Short reflections ● Think pair share 	<ul style="list-style-type: none"> ● Unit test 	<ul style="list-style-type: none"> ● Test retakes ● Verbal Test ● Discussions ● Writing samples
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> ● Class Discussions ● Journal assignments ● What do you know and What do you have questions about? ● 		
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Organizers ● Think pair share ● Cooperative Grouping 		

	<ul style="list-style-type: none"> ● Journaling ● Guided Practice ● Mini-Lessons ● Learning Stations ● Study guides (Google Classroom) ● Reflection ● Debates ● Peer discussions, Teacher student discussions 			
Instructional/Assessment Scaffolds <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"> ● Use native language and Text ● Modify expectations and learning goals ● Extra time for assignments 	<ul style="list-style-type: none"> ● Additional time ● Vary test formats ● Read assessments aloud ● Organizers ● Visual charts ● Preferential seating ● Small group instruction ● Single step directions ● Shortened assignments/assessments 	<ul style="list-style-type: none"> ● Additional time ● Review/repeat directions ● Provide examples ● Visual charts ● Preferential seating ● Small group instruction ● Provide study guides ● Class agenda/planner ● Learning stations ● Project choices 	<ul style="list-style-type: none"> ● Tiered assignments ● Independent study ● Flexible grouping ● Learning stations ● Project choices

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

<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier II: Discuss, community, prevention, consequences, values, boundaries, impact, safety, myth, fact, reduce, medicine, health, wellness, peer pressure, coping, abuse, reaction, support, honesty, trust, love, compare, contrast</p> <p>Tier III: Familial relationships, friendships, romantic relationships, sexual relationships, communication, body language, tone, suicide prevention, stress, support</p>
<p>Integration of Technology SAMR</p>	<ul style="list-style-type: none"> ● S & A & M: Google Docs is used for note taking, project work, and for material reference. ● A: Students will take assessments on Google Forms ● S: Students will view Youtube videos as a visual and hands-on tool ● S: Students will write journal entries on Google Docs ● S: Students will use Google Slides to create presentations
<p>Interdisciplinary Connections NJ Student Learning Standards</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</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>					
<p>21st Century Themes/Skills P21 Framework</p>	<table border="1"> <thead> <tr> <th data-bbox="470 553 1234 630">Themes</th> <th data-bbox="1234 553 1944 630">Skills</th> </tr> </thead> <tbody> <tr> <td data-bbox="470 630 1234 821"> <p>Health Literacy 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 630 1944 821"> <ul style="list-style-type: none"> ● Life and Career Skills ● Learning and Innovation Skills ● Information, Media, and Technology Skills ● Communication and Collaboration </td> </tr> </tbody> </table>		Themes	Skills	<p>Health Literacy 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"> ● Life and Career Skills ● Learning and Innovation Skills ● Information, Media, and Technology Skills ● Communication and Collaboration
Themes	Skills					
<p>Health Literacy 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"> ● Life and Career Skills ● Learning and Innovation Skills ● Information, Media, and Technology Skills ● Communication and Collaboration 					
<p>Resources/Materials</p>	<p>Google Classroom DiscoveryEducation.com Health.gov CDC.gov KidsHealth.org MedlinePlus.gov MayoClinic.org NationalInstituteofHealth.gov Teacher generated worksheets, study guides, and PowerPoints</p>					

Instructional Unit Map

Course Title: Health and Physical Education 8th Grade

Unit Title	Pregnancy		Start Date:	4th Health cycle
			Length of Unit:	15 days
Content Standards <i>What do we want them to know, understand, & do?</i>	2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption. 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth. 2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care. 2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families. 2.1.8.PP.5: Identify resources to assist with parenting. 0 2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV). 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training	Learning Goals	Students will be able to: Describe signs and symptoms of pregnancy and identify ways to test for pregnancy Summarize the stages of pregnancy from fertilization to birth Identify the need for prenatal care Predict challenges that may be faced by adolescent parents and their families Identify protection against unintended pregnancies	

	<p>and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).</p> <p>2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission. 0</p>		
Essential Questions	<p>What are the different types of safe sex practices to avoid unwanted pregnancy? What are community supports that are available to help with teen pregnancy? What are the signs and symptoms of pregnancy? How does the baby develop in utero? Why is proper prenatal care important? How do genetics play a role in the formation of a baby?</p>		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative	Summative	Alternative
	<ul style="list-style-type: none"> ● Quizzes ● Journal entries ● Class discussions ● Short reflections ● Think pair share 	<ul style="list-style-type: none"> ● Unit test 	<ul style="list-style-type: none"> ● Test retakes ● Verbal Test ● Discussions ● Writing samples <p>**Alternative Assignment/Assessments - For those students involved in independent study for the 15-day unit, students will complete an independent</p>

			<p>assignment on (a) relative health topic(s) and complete related assignments from Discoveryeducation.com.</p> <p>Topics include:</p> <ul style="list-style-type: none"> ● Self-Awareness and Managing Emotions ● Relationship skills - empathy, respect and getting along with others ● Bullying Prevention ● Physical Activity and the body ● Human Body Systems ● Viruses, Bacteria and related diseases ● Environmental Health ● Healthy Eating ● Substance Abuse Prevention ● Vaping and E-Cigarettes ● Decision Making
<p>Unit Pre-Assessment(s) <i>What do they already know?</i></p>	<ul style="list-style-type: none"> ● Class Discussions ● Journal assignments ● What do you know and What do you have questions about? ● 		

<p>Instructional Strategies/Student Activities</p>	<ul style="list-style-type: none"> ● Organizers ● Think pair share ● Cooperative Grouping ● Journaling ● Guided Practice ● Mini-Lessons ● Learning Stations ● Study guides (Google Classroom) ● Reflection ● Debates ● Peer discussions, Teacher student discussions 			
<p>Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i></p>	<p>English Language Learners Special Education Learners Struggling Learners Advanced Learners</p>			
	<ul style="list-style-type: none"> ● Use native language and Text ● Modify expectations and learning goals ● Extra time for assignments 	<ul style="list-style-type: none"> ● Additional time ● Vary test formats ● Read assessments aloud ● Organizers ● Visual charts ● Preferential seating ● Small group instruction ● Single step directions 	<ul style="list-style-type: none"> ● Additional time ● Review/repeat directions ● Provide examples ● Visual charts ● Preferential seating ● Small group instruction ● Provide study guides ● Class agenda/planner ● Learning stations ● Project choices 	<ul style="list-style-type: none"> ● Tiered assignments ● Independent study ● Flexible grouping ● Learning stations ● Project choices

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

<i>understanding)</i>	<ul style="list-style-type: none"> ● Reference Materials (Google Classroom) ● Study Buddy/Partners 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier II: Discuss, community, prevention, consequences, values, boundaries, impact, safety, myth, fact, reduce, medicine, health, wellness, coping, reaction, support, honesty, trust, love, compare, contrast Tier III: Pregnancy, prenatal, post natal, sperm, egg, chromosomes, DNA, genetics, placenta, uterus, ovum, fallopian tubes, organ, fetal tissue, fetus, neural tube, contractions, breech, umbilical cord, lanugo, cervix, pelvis, condom, diaphragm, female condom, Parenthood, breast tissue, breast feeding, lactation, amniotic fluid, amniotic sac, marconium	
Integration of Technology SAMR	<ul style="list-style-type: none"> ● S & A & M: Google Docs is used for note taking, project work, and for material reference. ● A: Students will take assessments on Google Forms ● S: Students will view Youtube videos as a visual and hands-on tool ● S: Students will write journal entries on Google Docs ● S: Students will use Google Slides to create presentations 	
Interdisciplinary Connections NJ Student Learning Standards	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. NJLSA.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. NJLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJLSA.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. NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task,	

	<p>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>21st Century Themes/Skills P21 Framework</p>	<table border="1"> <thead> <tr> <th data-bbox="470 675 1232 748">Themes</th> <th data-bbox="1232 675 1934 748">Skills</th> </tr> </thead> <tbody> <tr> <td data-bbox="470 748 1232 943"> <p>Health Literacy 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="1232 748 1934 943"> <ul style="list-style-type: none"> ● Life and Career Skills ● Learning and Innovation Skills ● Information, Media, and Technology Skills ● Communication and Collaboration </td> </tr> </tbody> </table>		Themes	Skills	<p>Health Literacy 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"> ● Life and Career Skills ● Learning and Innovation Skills ● Information, Media, and Technology Skills ● Communication and Collaboration
Themes	Skills					
<p>Health Literacy 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"> ● Life and Career Skills ● Learning and Innovation Skills ● Information, Media, and Technology Skills ● Communication and Collaboration 					
<p>Resources/Materials</p>	<p>Google Classroom DiscoveryEducation.com Health.gov CDC.gov KidsHealth.org MedlinePlus.gov MayoClinic.org NationalInstituteofHealth.gov Teacher generated worksheets, study guides, and PowerPoints</p>					

Instructional Unit Map

Course Title: Health and Physical Education 8th Grade

Unit Title	Team Sports		Start Date:	Start date of School
Unit Title	Team Sports		Length of Unit:	35 days
<p>Content Standards <i>What do we want them to know, understand, & do?</i></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.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</p>	<p>Learning Goals</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Practice and use appropriate skills in a game setting Review and demonstrate the positions of offense and defense in each sport and individually apply strategies for both Memorize and utilize rules and scoring for each sport Utilize and demonstrate self and peer assessment of skills by observing and giving feedback Break down skills into specific steps and give feedback in a team setting during a sport or activity. Display appropriate emotional responses during activities give positive feedback to teammates Understand sports in different cultures and what role it plays 	

	<p>movements and apply to refine movement skills.</p> <p>2.2.8.MSC.5 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>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>Recognize and verbalize the strengths of teammates with different ability levels and engage encouraging behaviors to increase participation of all students.</p>
<p>Essential Questions</p>	<p><i>How does change in force, movement and speed affect skill performance?</i></p> <p><i>How do you transfer skills from practice to sport activities?</i></p> <p><i>What is an offensive strategy you can modify to make it your own?</i></p> <p><i>Why is it important to be encouraging to your team?</i></p> <p><i>How can you help a teammate become a better player?</i></p> <p><i>What are appropriate ways to handle strong emotions during sports?</i></p> <p><i>What are the positive attributes of each of your teammates?</i></p> <p><i>What sports originating from other cultures are played in the olympics?</i></p>		
<p>Assessments</p> <p><i>How will we know</i></p>	<p style="text-align: center;">Formative Summative Alternative</p>		

<i>they have gained the knowledge & skills?</i>	<ul style="list-style-type: none"> • Class Discussion • Checking for Understanding • Performance 	<ul style="list-style-type: none"> • Test and Quizzes • Skill Test • Participation/Preparation 	<ul style="list-style-type: none"> • Verbal Tests • Participation 	
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> • Pre-Assessment • Teacher generated warm ups • Class discussion 			
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> • Modeling • Cooperative Grouping • Guided Practice • Mini-Lessons • Learning Stations • Study guides (Google Classroom) • Reflection • Cooperative Learning • Skill Development Drills • Activity Games • Class Discussions • Teacher questions and answer 			
Instructional/Assessment Scaffolds <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"> • Preferential seating • Small group instruction • Clarified instruction 	<ul style="list-style-type: none"> • Additional time • Vary test formats 	<ul style="list-style-type: none"> • Additional time • Review/repeat directions • Provide examples 	<ul style="list-style-type: none"> • Flexible grouping • Learning

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

		choices	
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)
	<ul style="list-style-type: none"> ● Online Study Guides (Google Classroom) ● Check-Lists ● Goal Lists ● Weekly Conference ● Note taking ● Reference Materials (Google Classroom) ● Study Buddy/Partners 		<ul style="list-style-type: none"> ● Choice of learning stations ● Small group presentation ● Powerpoint presentations
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<p>Tier II: Utilize, apply, conditions, health, wellness, considerations, exercise, lifestyle, analyze, assess, peer, opportunity, advantage, performance, encouragement,</p> <p>Tier III: strategy, sports, skills, culture, teamwork, offense, defense, strategy, fitness, positions, offsides, foul, lifelong fitness, cooperative, forward, wing, midfield, bump, set, spike, sportsmanship, etiquette, foul, tag up, spiral</p>		
Integration of Technology SAMR	<ul style="list-style-type: none"> ● S & A & M: Google Docs is used for note taking, project work, and for material reference. ● A: Students will take assessments on Google Forms ● S: Students will view Youtube videos as a visual and hands-on tool ● S: Students will write journal entries on Google Docs ● S: Students will use Google Slides to create presentations 		
Interdisciplinary Connections NJ Student Learning Standards	<p>Technology: 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.</p> <p>World Language 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s)</p> <p>Career Readiness Practices 9.1.8.FP.3: Explain how self-regulation is important to managing money</p> <p>CRP2. Apply appropriate academic and technical skills.</p>		

	CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation.	
21 st Century Themes/Skills P21 Framework	Themes	
	Themes	Skills
	Health Literacy 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"> ● Life and Career Skills ● Learning and Innovation Skills ● Information, Media, and Technology Skills ● Communication and Collaboration
Resources/Materials	Google Classroom YouTube Teacher generated worksheets, study guides, and PowerPoints	

Instructional Unit Map			
Course Title: Health and Physical Education 8th Grade			
Unit Title	Individual/Dual Lifetime Sports	Start Date:	Start date of School
		Length of Unit:	23 days

<p>Content Standards <i>What do we want them to know, understand, & do?</i></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). 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). 2.2.8.MSC.4 Analyze, and correct movements and apply to refine movement skills. 2.2.8.MSC.5 Small groups and large teams during physical activities and games. 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. • 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others</p>	<p>Learning Goals</p>	<p>Students will be able to:</p> <p>Practice and use appropriate skills in a game setting</p> <p>Review and demonstrate the positions of offense and defense in each sport and individually apply strategies for both</p> <p>Memorize and utilize rules and scoring for each sport</p> <p>Utilize and demonstrate self and peer assessment of skills by observing and giving feedback</p> <p>Break down skills into specific steps and give feedback in a team setting during a sport or activity.</p> <p>Display appropriate emotional responses during activities give positive feedback to teammates</p> <p>Understand sports in different cultures and what role it plays</p> <p>Recognize and verbalize the strengths of teammates with different ability levels and engage encouraging behaviors to increase participation of all students.</p> <p>Plan to Utilize individual and dual sports in their own time and figure out which one they enjoy the most</p> <p>Understand lifelong fitness and the role of individual and dual sports.</p>
-----------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<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>		
Essential Questions	<p><i>Why is a sport still valuable to learn if you don't enjoy it right now?</i></p> <p><i>Why is lifetime fitness important?</i></p> <p><i>How does change in force, movement and speed affect skill performance?</i></p> <p><i>How do you transfer skills from practice to sport activities?</i></p> <p><i>What are basic offensive and defensive strategies?</i></p> <p><i>What are the basic rules and scoring for this sport?</i></p> <p><i>What are positive and encouraging ways you can assess your teammates to help better the outcome?</i></p> <p><i>What rules would you change about the sport to make it easier/more difficult?</i></p> <p><i>What are appropriate ways to handle strong emotions during sports?</i></p> <p><i>What parts of the body do you need to increase flexibility, strengthen and warm-up for this sport?</i></p>		
Assessments	<div style="display: flex; justify-content: space-around;"> Formative Summative Alternative </div>		
<p><i>How will we know they have gained the knowledge & skills?</i></p>	<ul style="list-style-type: none"> ● Class Discussion ● Checking for Understanding ● Performance 	<ul style="list-style-type: none"> ● Test and Quizzes ● Skill Test ● Participation/Preparation 	<ul style="list-style-type: none"> ● Verbal Tests ● Participation
<p>Unit Pre-Assessment(s)</p> <p><i>What do they already know?</i></p>	<ul style="list-style-type: none"> ● Pre-Assessment ● Teacher generated warm ups ● Class discussion 		

<p>Instructional Strategies/Student Activities</p>	<ul style="list-style-type: none"> ● Modeling ● Cooperative Grouping ● Guided Practice ● Mini-Lessons ● Learning Stations ● Study guides (Google Classroom) ● Reflection ● Cooperative Learning ● Skill Development Drills ● Activity Games ● Class Discussions ● Teacher questions and answer 			
<p>Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i></p>	<p>English Language Learners</p>	<p>Special Education Learners</p>	<p>Struggling Learners</p>	<p>Advanced Learners</p>
	<ul style="list-style-type: none"> ● Preferential seating ● Small group instruction ● Clarified instruction ● Read assessments aloud ● Use native language for key terms, directions when possible and when needed ● Additional time ● Provide study guides ● Single step directions ● Classroom buddy ● Highlight key directions and 	<ul style="list-style-type: none"> ● Additional time ● Vary test formats ● Read assessments aloud ● Organizers ● Visual charts ● Preferential seating ● Small group instruction 	<ul style="list-style-type: none"> ● Additional time ● Review/repeat directions ● Provide examples ● Preferential seating ● Small group instruction ● Provide study guides ● Class agenda/planner ● Learning stations ● Project choices 	<ul style="list-style-type: none"> ● Flexible grouping ● Learning stations ● Project choices

	<p>words</p> <ul style="list-style-type: none"> • Learning stations • Simplify Language 	<ul style="list-style-type: none"> • Single step directions • Shortened assignments/ assessments • Allow for test retakes • Vary test formats • Provide study guides • Oral directions • Provide examples • Test retakes • Small group instruction • Learning stations • Project choices 		
<p>Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to</i></p>	<p>Access (Resources and/or Process)</p>		<p>Expression (Products and/or Performance)</p>	
	<ul style="list-style-type: none"> • Online Study Guides (Google Classroom) • Check-Lists • Goal Lists • Weekly Conference • Note taking 		<ul style="list-style-type: none"> • Choice of learning stations • Small group presentation • Powerpoint presentations 	

<p><i>express understanding)</i></p>	<ul style="list-style-type: none"> ● Reference Materials (Google Classroom) ● Study Buddy/Partners 	
<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier II: Utilize, apply, conditions, health, wellness, considerations, exercise, lifestyle, analyze, assess, peer, opportunity, advantage, performance, encouragement,</p> <p>Tier III: strategy, sports, skills, culture, teamwork, offense, defense, strategy, fitness, positions, offsides, foul, lifelong fitness, cooperative, sportsmanship, etiquette, individual and dual sports.</p>	
<p>Integration of Technology SAMR</p>	<ul style="list-style-type: none"> ● S & A & M: Google Docs is used for note taking, project work, and for material reference. ● A: Students will take assessments on Google Forms ● S: Students will view Youtube videos as a visual and hands-on tool ● S: Students will write journal entries on Google Docs ● S: Students will use Google Slides to create presentations 	
<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>ELA:</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.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Technology:</p> <p>8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.</p> <p>World Language</p>	

	<p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s) Career Readiness Practices 9.1.8.FP.3: Explain how self-regulation is important to managing money CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation.</p>	
21 st Century Themes/Skills P21 Framework	Themes Skills	
	Health Literacy 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"> ● Life and Career Skills ● Learning and Innovation Skills ● Information, Media, and Technology Skills ● Communication and Collaboration
Resources/Materials	Google Classroom YouTube Teacher generated worksheets, study guides, and PowerPoints	

Instructional Unit Map			
Course Title: Health and Physical Education 8th Grade			
Unit Title	Rec games/Lifetime Activities Lawn games (rotation)	Start Date:	Start day of School

		Length of Unit:	30 days
<p>Content Standards</p> <p><i>What do we want them to know, understand, & do?</i></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). 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 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)</p>	<p>Learning Goals</p>	<p>Students will be able to:</p> <p>Practice and use appropriate skills in a game setting</p> <p>Review and demonstrate the positions of offense and defense in each sport and create/ apply strategies for both</p> <p>Memorize and utilize rules and scoring for each sport</p> <p>Utilize and demonstrate self and peer assessment of skills by observing and giving feedback</p> <p>Break down skills into specific steps and give feedback in a team setting during a sport or activity.</p> <p>Display appropriate emotional responses during activities give positive feedback to teammates</p> <p>Understand sports in different cultures and what role it plays</p> <p>Recognize and verbalize the strengths of teammates with different ability levels and engage encouraging behaviors to increase participation of all students.</p> <p>Plan to play lawn games and Recreational games in their own time and figure out which one they enjoy the most</p> <p>Understand lifelong fitness and the role of recreational and lawn games..</p> <p>Identify activities and facilities that promote recreational games and lawn games within the community and how to access them.</p>

	<p>in a safe manner to self and others</p> <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>		
Essential Questions	<p><i>How do recreational activities and lawn games apply to lifelong fitness?</i></p> <p><i>Why is lifetime fitness important?</i></p> <p><i>How does change in force, movement and speed affect skill performance?</i></p> <p><i>What sport skills can be applied to this activity?</i></p> <p><i>Why is it valuable to learn how to play these activities now if you don't enjoy every one of them?</i></p> <p><i>What are the basic rules and scoring for this sport?</i></p> <p><i>What are ways you can access community resources to participate in these activities, or how can you easily set this activity up at home?</i></p> <p><i>What are appropriate ways to handle strong emotions during sports?</i></p> <p><i>What parts of the body do you need to increase flexibility, strengthen and warm-up for this sport?</i></p>		
Assessments	<div style="display: flex; justify-content: space-around;"> Formative Summative Alternative </div>		
<i>How will we know they have gained the knowledge & skills?</i>	<ul style="list-style-type: none"> ● Class Discussion ● Checking for Understanding ● Performance 	<ul style="list-style-type: none"> ● Test and Quizzes ● Skill Test ● Participation/Preparation 	<ul style="list-style-type: none"> ● Verbal Tests ● Participation
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> ● Pre-Assessment ● Teacher generated warm ups ● Class discussion 		

<p>Instructional Strategies/Student Activities</p>	<ul style="list-style-type: none"> ● Modeling ● Cooperative Grouping ● Guided Practice ● Mini-Lessons ● Learning Stations ● Study guides (Google Classroom) ● Reflection ● Cooperative Learning ● Skill Development Drills ● Activity Games ● Class Discussions ● Teacher questions and answer 			
<p>Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i></p>	<p>English Language Learners</p>	<p>Special Education Learners</p>	<p>Struggling Learners</p>	<p>Advanced Learners</p>
	<ul style="list-style-type: none"> ● Preferential seating ● Small group instruction ● Clarified instruction ● Read assessments aloud ● Use native language for key terms, directions when possible and when needed ● Additional time ● Provide study guides ● Single step directions ● Classroom buddy ● Highlight key directions and 	<ul style="list-style-type: none"> ● Additional time ● Vary test formats ● Read assessments aloud ● Organizers ● Visual charts ● Preferential seating ● Small group instruction 	<ul style="list-style-type: none"> ● Additional time ● Review/repeat directions ● Provide examples ● Preferential seating ● Small group instruction ● Provide study guides ● Class agenda/planner ● Learning stations ● Project choices 	<ul style="list-style-type: none"> ● Flexible grouping ● Learning stations ● Project choices

	<p>words</p> <ul style="list-style-type: none"> • Learning stations • Simplify Language 	<ul style="list-style-type: none"> • Single step directions • Shortened assignments/ assessments • Allow for test retakes • Vary test formats • Provide study guides • Oral directions • Provide examples • Test retakes • Small group instruction • Learning stations • Project choices 		
<p>Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to</i></p>	<p>Access (Resources and/or Process)</p>		<p>Expression (Products and/or Performance)</p>	
	<ul style="list-style-type: none"> • Online Study Guides (Google Classroom) • Check-Lists • Goal Lists • Weekly Conference • Note taking 		<ul style="list-style-type: none"> • Choice of learning stations • Small group presentation • Powerpoint presentations 	

<i>express understanding)</i>	<ul style="list-style-type: none"> ● Reference Materials (Google Classroom) ● Study Buddy/Partners 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<p>Tier II: Utilize, apply, conditions, health, wellness, considerations, exercise, lifestyle, analyze, assess, peer, opportunity, advantage, performance, encouragement,</p> <p>Tier III: strategy, sports, skills, culture, teamwork, offense, defense, strategy, fitness, positions, offsides, foul, lifelong fitness, cooperative, sportsmanship, etiquette, lawn games, recreational activities.</p>	
Integration of Technology SAMR	<ul style="list-style-type: none"> ● S & A & M: Google Docs is used for note taking, project work, and for material reference. ● A: Students will take assessments on Google Forms ● S: Students will view Youtube videos as a visual and hands-on tool ● S: Students will write journal entries on Google Docs ● S: Students will use Google Slides to create presentations 	
Interdisciplinary Connections NJ Student Learning Standards	<p>ELA:</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.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Technology:</p> <p>8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.</p> <p>World Language</p>	

	<p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s) Career Readiness Practices 9.1.8.FP.3: Explain how self-regulation is important to managing money CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
21 st Century Themes/Skills P21 Framework	Themes	
	Skills	
	Health Literacy 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"> ● Life and Career Skills ● Learning and Innovation Skills ● Information, Media, and Technology Skills ● Communication and Collaboration
Resources/Materials	Google Classroom YouTube Teacher generated worksheets, study guides, and PowerPoints	

Instructional Unit Map			
Course Title: Health and Physical Education 8th Grade			
Unit Title	Cooperative Games/Activities	Start Date:	Start of School

		Length of Unit:	5 days
<p>Content Standards</p> <p><i>What do we want them to know, understand, & do?</i></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.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 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)</p>	<p>Learning Goals</p>	<p>Students will be able to:</p> <p>Practice and use appropriate skills in a game setting</p> <p>Utilize and demonstrate self and peer assessment of skills by observing and giving feedback</p> <p>Display appropriate emotional responses during activities</p> <p>Communicate and utilize the strengths of fellow students with different ability levels and engage encouraging behaviors to increase participation of all students.</p> <p>Verbalize how they plan to use cooperative skills can be applied to other areas of life</p> <p>Identify and use cooperative skills and strategies to improve activity outcomes</p>

	<p>in a safe manner to self and others</p> <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>								
Essential Questions	<p><i>How does change in force, movement and speed affect skill performance?</i></p> <p><i>What sport skills can be applied to this activity?</i></p> <p><i>What are basic cooperative strategies?</i></p> <p><i>How can cooperative strategies benefit you in other areas of your life?</i></p> <p><i>What would be a fun way to modify this game to make it more interesting?</i></p> <p><i>What are appropriate ways to handle strong emotions during sports?</i></p> <p><i>What parts of the body do you need to increase flexibility, strengthen and warm-up for this sport?</i></p>								
Assessments	<table border="1" style="width: 100%; border-collapse: collapse;"> <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> <ul style="list-style-type: none"> ● Class Discussion ● Checking for Understanding ● Performance </td> <td> <ul style="list-style-type: none"> ● Test and Quizzes ● Skill Test ● Participation/Preparation </td> <td> <ul style="list-style-type: none"> ● Verbal Tests ● Participation </td> </tr> </tbody> </table>			Formative	Summative	Alternative	<ul style="list-style-type: none"> ● Class Discussion ● Checking for Understanding ● Performance 	<ul style="list-style-type: none"> ● Test and Quizzes ● Skill Test ● Participation/Preparation 	<ul style="list-style-type: none"> ● Verbal Tests ● Participation
Formative	Summative	Alternative							
<ul style="list-style-type: none"> ● Class Discussion ● Checking for Understanding ● Performance 	<ul style="list-style-type: none"> ● Test and Quizzes ● Skill Test ● Participation/Preparation 	<ul style="list-style-type: none"> ● Verbal Tests ● Participation 							
<p>How will we know they have gained the knowledge & skills?</p>									
Unit Pre-Assessment(s)	<ul style="list-style-type: none"> ● Pre-Assessment ● Teacher generated warm ups ● Class discussion 								
<p>What do they already know?</p>									
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Modeling ● Cooperative Grouping 								

	<ul style="list-style-type: none"> ● Guided Practice ● Mini-Lessons ● Learning Stations ● Study guides (Google Classroom) ● Reflection ● Cooperative Learning ● Skill Development Drills ● Activity Games ● Class Discussions ● Teacher questions and answer 			
Instructional/Assessment Scaffolds <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"> ● Preferential seating ● Small group instruction ● Clarified instruction ● Read assessments aloud ● Use native language for key terms, directions when possible and when needed ● Additional time ● Provide study guides ● Single step directions ● Classroom buddy ● Highlight key directions and words ● Learning stations ● Simplify Language 	<ul style="list-style-type: none"> ● Additional time ● Vary test formats ● Read assessments aloud ● Organizers ● Visual charts ● Preferential seating ● Small group instruction ● Single step directions ● Shortened 	<ul style="list-style-type: none"> ● Additional time ● Review/repeat directions ● Provide examples ● Preferential seating ● Small group instruction ● Provide study guides ● Class agenda/planner ● Learning stations ● Project choices 	<ul style="list-style-type: none"> ● Flexible grouping ● Learning stations ● Project choices

		assignments/ assessments <ul style="list-style-type: none"> ● Allow for test retakes ● Vary test formats ● Provide study guides ● Oral directions ● Provide examples ● Test retakes ● Small group instruction ● Learning stations ● Project choices 		
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> ● Online Study Guides (Google Classroom) ● Check-Lists ● Goal Lists ● Weekly Conference ● Note taking ● Reference Materials (Google Classroom) ● Study Buddy/Partners 		<ul style="list-style-type: none"> ● Choice of learning stations ● Small group presentation ● Powerpoint presentations 	

<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier II: Utilize, apply, disease, conditions, health, wellness, systems, structures, functions, attributes, consequences, considerations, exercise, cooperation, diversity</p> <p>Tier III: strategy, sports, skills, culture, teamwork, offense, defense, strategy, fitness, positions, offsides, foul, lifelong fitness, cooperative, sportsmanship, etiquette, lawn games, recreational activities.</p>
<p>Integration of Technology SAMR</p>	<ul style="list-style-type: none"> ● S & A & M: Google Docs is used for note taking, project work, and for material reference. ● A: Students will take assessments on Google Forms ● S: Students will view Youtube videos as a visual and hands-on tool ● S: Students will write journal entries on Google Docs ● S: Students will use Google Slides to create presentations
<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>ELA:</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 style="padding-left: 40px;">NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Technology:</p> <p>8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. World Language</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s)</p> <p>Career Readiness Practices:</p> <p>9.1.8.FP.3: Explain how self-regulation is important to managing money</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>

	CRP6. Demonstrate creativity and innovation.	
21 st Century Themes/Skills P21 Framework	Themes	Skills
	Health Literacy 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"> ● Life and Career Skills ● Learning and Innovation Skills ● Information, Media, and Technology Skills ● Communication and Collaboration
Resources/Materials	Google Classroom YouTube Teacher generated worksheets, study guides, and PowerPoints	

Instructional Unit Map
Course Title: Health and Physical Education 8th Grade

Fitness		Start Date:	
---------	--	-------------	--

Unit Title	Cardio/Aerobics Power/Strength Flexibility/Balance Coordination/Agility	Length of Unit:	16 days
Content Standards <i>What do we want them to know, understand, & do?</i>	2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health. 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills. 2.2.8.PF.1: Summarize the short and long-term physical, social,	Learning Goals	Students will be able to: Give verbal feedback about how long term fitness activities has improved their personal health Participate safely in a variety of fitness activities and follow the demonstrations of how to perform movements. Receive feedback and correction in movement and apply it. Give feedback on how physical fitness can impact personal fitness and health Correctly identify parts of the body that specific fitness activities affect and improve. Understand the role of heart rate when it comes to physical fitness.

	<p>mental, and emotional health benefits of regular physical fitness activity.</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> <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</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>		
Essential Questions	<p><i>What is one area of fitness that you want to improve?</i></p> <p><i>What is the FITT model?</i></p> <p><i>Why is fitness so important?</i></p> <p><i>What are things that stop you from improving your physical fitness?</i></p> <p><i>What are the mental/emotional benefits of physical fitness?</i></p> <p><i>What are some goals you can set to improve your physical fitness?</i></p> <p><i>How do you safely perform each exercise?</i></p>		

Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative		Summative		Alternative			
	<ul style="list-style-type: none"> • Class Discussion • Checking for Understanding • Performance 		<ul style="list-style-type: none"> • Test and Quizzes • Skill Test • Participation/Preparation 		<ul style="list-style-type: none"> • Verbal Tests • Participation 			
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> • Pre-Assessment • Teacher generated warm ups • Class discussion 							
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> • Modeling • Cooperative Grouping • Guided Practice • Mini-Lessons • Learning Stations • Study guides (Google Classroom) • Reflection • Cooperative Learning • Skill Development Drills • Activity Games • Class Discussions • Teacher questions and answer 							
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to</i>	English Language Learners		Special Education Learners		Struggling Learners		Advanced Learners	
	<ul style="list-style-type: none"> • Preferential seating 		<ul style="list-style-type: none"> • Additional time 		<ul style="list-style-type: none"> • Additional time • Review/repeat 		<ul style="list-style-type: none"> • Flexible 	

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

		<ul style="list-style-type: none"> stations • Project choices 		
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> • Online Study Guides (Google Classroom) • Check-Lists • Goal Lists • Weekly Conference • Note taking • Reference Materials (Google Classroom) • Study Buddy/Partners 		<ul style="list-style-type: none"> • Choice of learning stations • Small group presentation • Powerpoint presentations 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier II: Utilize, apply, disease, conditions, health, wellness, systems, structures, functions, attributes, consequences, considerations, exercise Tier III: Cardiovascular, aerobics, power, strength, flexibility, balance, coordination, agility, fitness, lifetime fitness, muscles, bones, joints, ligaments			
Integration of Technology SAMR	<ul style="list-style-type: none"> • S & A & M: Google Docs is used for note taking, project work, and for material reference. • A: Students will take assessments on Google Forms • S: Students will view Youtube videos as a visual and hands-on tool • S: Students will write journal entries on Google Docs • S: Students will use Google Slides to create presentations 			
Interdisciplinary Connections NJ Student Learning Standards	ELA: 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. NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant			

	<p>connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Technology:</p> <p>8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. World Language</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s)</p> <p>Career Readiness Practices:</p> <p>9.1.8.FP.3: Explain how self-regulation is important to managing money</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>21st Century Themes/Skills</p> <p>P21 Framework</p>	<p style="text-align: center;">Themes</p> <p>Health Literacy 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;">Skills</p> <ul style="list-style-type: none"> ● Life and Career Skills ● Learning and Innovation Skills ● Information, Media, and Technology Skills ● Communication and Collaboration
<p>Resources/Materials</p>	<p>Google Classroom</p> <p>YouTube</p> <p>Teacher generated worksheets, study guides, and PowerPoints</p>	

Unit Title	Rhythm/Dance		Start Date:	Start of School
			Length of Unit:	5 days
<p>Content Standards <i>What do we want them to know, understand, & do?</i></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). 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). 2.2.8.MSC.4 Analyze, and correct movements and apply to refine movement skills. 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others. 2.2.8.PF.1: Summarize the short</p>	<p>Learning Goals</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Demonstrate the transition of movement skills from isolated settings to dance Demonstrate control of motion and force, flow, time and space in interactive dynamic environments. Perform group dances and discuss the benefit on social health Create and perform movements based on tempo, beat, rhythm, music and physical activities. Use aspects of fitness to create a sequence of movement. 	

	and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.		
Essential Questions	<p><i>What are the benefits of dance?</i></p> <p><i>How can learning group dances benefit your social health?</i></p> <p><i>Why is rhythm important to dance?</i></p> <p><i>What are the components of dance?</i></p>		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative		
		Summative	Alternative
	<ul style="list-style-type: none"> ● Class Discussion ● Checking for Understanding ● Performance 	<ul style="list-style-type: none"> ● Test and Quizzes ● Skill Test ● Participation/Preparation 	<ul style="list-style-type: none"> ● Verbal Tests ● Participation
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> ● Pre-Assessment ● Teacher generated warm ups ● Class discussion 		
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Modeling ● Cooperative Grouping ● Guided Practice ● Mini-Lessons ● Learning Stations ● Study guides (Google Classroom) ● Reflection ● Cooperative Learning ● Skill Development Drills 		

	<ul style="list-style-type: none"> ● Activity Games ● Class Discussions ● Teacher questions and answer 			
Instructional/Assessment Scaffolds (Modifications /Accommodations) – planned for prior to instruction	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	<ul style="list-style-type: none"> ● Preferential seating ● Small group instruction ● Clarified instruction ● Read assessments aloud ● Use native language for key terms, directions when possible and when needed ● Additional time ● Provide study guides ● Single step directions ● Classroom buddy ● Highlight key directions and words ● Learning stations ● Simplify Language 	<ul style="list-style-type: none"> ● Additional time ● Vary test formats ● Read assessments aloud ● Organizers ● Visual charts ● Preferential seating ● Small group instruction ● Single step directions ● Shortened assignments/ assessments ● Allow for test retakes ● Vary test formats ● Provide study 	<ul style="list-style-type: none"> ● Additional time ● Review/repeat directions ● Provide examples ● Preferential seating ● Small group instruction ● Provide study guides ● Class agenda/planner ● Learning stations ● Project choices 	<ul style="list-style-type: none"> ● Flexible grouping ● Learning stations ● Project choices

		<ul style="list-style-type: none"> guides • Oral directions • Provide examples • Test retakes • Small group instruction • Learning stations • Project choices 		
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> • Online Study Guides (Google Classroom) • Check-Lists • Goal Lists • Weekly Conference • Note taking • Reference Materials (Google Classroom) • Study Buddy/Partners 		<ul style="list-style-type: none"> • Choice of learning stations • Small group presentation • Powerpoint presentations 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier II: Utilize, apply, cooperation, create, choreography Tier III: Rhythm, beat, synchronize, dance, flexibility, musicality, tempo			
Integration of Technology SAMR	<ul style="list-style-type: none"> • S & A & M: Google Docs is used for note taking, project work, and for material reference. • A: Students will take assessments on Google Forms • S: Students will view Youtube videos as a visual and hands-on tool 			

	<ul style="list-style-type: none"> ● S: Students will write journal entries on Google Docs ● S: Students will use Google Slides to create presentations 					
<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>ELA: 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. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Technology: 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. World Language 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s)</p> <p>Career Readiness Practices: 9.1.8.FP.3: Explain how self-regulation is important to managing money CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation.</p>					
<p>21st Century Themes/Skills P21 Framework</p>	<table border="1"> <thead> <tr> <th data-bbox="470 1019 1234 1092">Themes</th> <th data-bbox="1234 1019 1940 1092">Skills</th> </tr> </thead> <tbody> <tr> <td data-bbox="470 1092 1234 1282"> Health Literacy Obtaining, Interpreting and Understanding Basic Health Information and Services and Using Such Information and Services in Ways that Enhance Health. </td> <td data-bbox="1234 1092 1940 1282"> <ul style="list-style-type: none"> ● Life and Career Skills ● Learning and Innovation Skills ● Information, Media, and Technology Skills ● Communication and Collaboration </td> </tr> </tbody> </table>		Themes	Skills	Health Literacy 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"> ● Life and Career Skills ● Learning and Innovation Skills ● Information, Media, and Technology Skills ● Communication and Collaboration
Themes	Skills					
Health Literacy 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"> ● Life and Career Skills ● Learning and Innovation Skills ● Information, Media, and Technology Skills ● Communication and Collaboration 					

Resources/Materials	Google Classroom YouTube Teacher generated worksheets, study guides, and PowerPoints
---------------------	--------------------------------------------------------------------------------------------