

PITTSGROVE TOWNSHIP SCHOOL DISTRICT



Course Name: Health and Physical Education	Grade Level(s): 5
Department: Health and Physical Education	Credits:
BOE Adoption Date:	Revision Date(s):

Course Description

Students will be able to identify ways to increase and maintain mental, emotional, social and physical health. Students will be able to make appropriate decisions when faced with difficult situations using a variety of skills and strategies. The students will be able to use effective interpersonal communication to express and cope with various emotions and difficult events. Students will learn to respect and accept individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture. Students will learn about the dangers of alcohol, tobacco, vapes, and drugs; students will learn a variety of refusal skills in order to say “no” to these unhealthy substances.

The students will be able to explain a variety of effective fitness principles that over time enhance personal fitness level, performance and health status. Students will gain a variety of strategies and knowledge about healthy fitness habits that will support them to plan and stay healthy throughout their lifetime.

The students will be able to understand the fundamentals of movement such as: locomotor, non-locomotor and manipulative skills. Students will gain an understanding of spatial awareness, body awareness and qualities of movement. These skills are used in games, sports, dance, recreational activities, and lifelong activities.

Mission Statement

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

Curriculum & Instruction Goals

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

Goal(s):

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

How to Read this Document

This curricular document contains both *pacing guides* and *curriculum units*. The pacing guides serve to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly

depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course well as how students will be assessed.

Pacing Guide

Course Title: Health and Physical Education

Prerequisite(s):

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
Personal Growth and Development	15 days	2.1.5.PGD.1 2.1.5.PGD.2 2.1.5.PGD.3 2.1.5.PGD.4 2.1.5.PGD.5 2.1.5.PGD.1 2.1.5.PGD.2 2.1.5.SSH.1 2.1.5.SSH.2 2.1.5.SSH.3 2.1.5.SSH.4 2.1.5.SSH.5 2.1.5.SSH.6 2.1.5.SSH.7	<p>Students will be able to identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness.</p> <p>Students will gain knowledge about how the body changes during puberty and how these changes influence personal self-care.</p> <p>Students will be able to explain the physical, social, and emotional changes that occur during puberty and the different changes that occur during the onset of puberty, which can vary.</p> <p>Students will gain knowledge about</p>	<p>Students will discuss behaviors that reduce illness, prevent injuries and maintain/enhance one’s wellness.</p> <p>Students will gain knowledge about how the body changes during puberty. Students will also gain brief knowledge about what occurs during puberty in both genders.</p> <p>Students will discuss and receive knowledge about body hygiene and the new self-care responsibilities they will endure after the onset of puberty.</p> <p>Students will gain knowledge about the different ways in which people can become parents (i.e.:</p>

			<p>human sexual development and the roles of hormones, and will be able to identify trusted adults whom students can talk to about these changes.</p> <p>Students will gain knowledge about different ways to become a parent.</p> <p>Students will discuss and learn about gender-role stereotypes, gender identity, and describe ways to promote dignity and respect for all people.</p> <p>Students will be able to describe how families share common values, explain the importance of communication within a family unit, and learn about the characteristic differences between a healthy and unhealthy relationship.</p>	<p>adoption).</p> <p>Students will learn about gender-role stereotypes and gender identity. Students will discuss and be able to describe family values and the importance of communication in relationships.</p>
Total Health	15 days	2.3.5.HCDM.1 2.3.5.HCDM.2 2.4.5.HCDM.3 2.1.5.EH.1 2.1.5.EH.2 2.1.5.EH.3 2.1.5.EH.4 2.1.5.SSH.4 2.1.5.SSH.5	<p>Students will gain knowledge about the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors. Students will discuss ways to cope with rejection, loss, and difficult situations.</p> <p>Students will be able to identify</p>	<p>Students will discuss the health triangle and how overall wellness is ideal for the human body. Students will discuss how negative mental health, as well as, diseases/conditions can keep the human body from working properly.</p>

		2.1.5.SSH.6 2.1.5.SSH.7	<p>behaviors that help to deal with difficult situations that can occur.</p> <p>Students will be able to identify conditions that may hinder the way the human body functions. They will gain an understanding of how to prevent the spread of communicable and infectious diseases and conditions.</p> <p>Students will examine how mental health can impact one's wellness.</p>	<p>Students will create their own, personal health triangle and discuss how each component impacts their overall wellness.</p> <p>Students will discuss a variety of difficult situations and create solutions to overcome these situations.</p>
Community Health Services and Support	15 days	2.1.5.CHSS.1 2.1.5.CHSS.2 2.1.5.CHSS.3	<p>Students will be able to identify different health services and resources available. Students will also discuss and learn strategies that can be used when feeling anxious, sad, stressed, etc.</p> <p>Students will determine how health services help in both school and the community.</p> <p>Students will discuss how businesses, non-profit organizations, and individuals can work together to address health problems that are affected by global issues.</p>	<p>Students will discuss the different health services and resources available to them (at the middle school and in their communities). Students will discuss a variety of learning strategies that they will be able to use when they are feeling anxious, sad, and/or stressed.</p> <p>Students will create a community service project that will be show-cased in the school hallways/building.</p>
Alcohol, Tobacco,	15 days	2.3.5.ATD.1	Students will be able to identify	Students will discuss a variety of

<p>and Drugs</p>		<p>2.3.5.ATD.2 2.3.5.ATD.3 2.3.5.DSDT.1 2.3.5.DSDT.2 2.3.5.DSDT.3 2.3.5.DSDT.4 2.3.5.DSDT.5</p>	<p>products that contain alcohol, tobacco, and drugs. Students will be able to explain the potential unhealthy effects of these substances.</p> <p>Students will be able to describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs and non-prescribed cannabis products.</p> <p>Students will be able to describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.</p> <p>Students will understand the difference between drug use, misuse, abuse, and prescription and illicit drugs.</p> <p>Students will be able to identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.</p> <p>Students will be able to demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products,</p>	<p>alcohol, tobacco, and drug substances and will further discuss the potential unhealthy effects of these substances.</p> <p>Students will research the cost of tobacco/vape products. Students will discuss the alternate use of those funds for healthier options.</p> <p>Students will discuss and research the behaviors of people who struggle with the use of alcohol, drug, or tobacco/vape products.</p> <p>Students will create a variety of refusal skill options that can be used when refusing drugs, alcohol, or tobacco/vape products.</p>
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<p>Team Sports Quidditch 3 days Basketball 5 days Soccer 5 days Softball/Wiffleball 5 days Football 5 days Volleyball 5 days Hockey 5 days Lacrosse 3 days</p>	<p>36 days</p>	<p>2.2.5.MSC.1 2.2.5.MSC.3 2.2.5.MSC.4 2.2.5.MSC.5 2.2.5.MSC.6 2.2.5.MSC.7</p>	<p>Students will be able to demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</p> <p>Students will be able to demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, and</p>	<p>Students will participate and gain knowledge about specific skills for a variety of sports and activities.</p> <p>Student will discuss and apply both cooperation and teamwork skills.</p> <p>Students will discuss and apply both sportsmanship and safety skills and rules throughout game play and activities and be able to give and receive constructive feedback throughout all activities.</p> <p>Students will learn about the roles</p>

			<p>recreational activities).</p> <p>Students will be able to correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</p> <p>Students will be able to execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p> <p>Students will be able to apply specific rules, strategies, and procedures to specific physical activity, games, and sports in a safe active environment.</p>	<p>of both offense and defense and how they apply to game play.</p>
<p>Individual/Dual Lifetime Sports Badminton 5 days Tennis 5 days Pickleball 5 days Golf 3 days Track 3 days Bowling 2 days</p>	<p>23 days</p>	<p>2.2.5.LF.1 2.2.5.LF.2 2.2.5.LF.3 2.2.5.LF.4 2.2.5.LF.5 2.2.5.MSC.1 2.2.5.MSC.3 2.2.5.MSC.4 2.2.5.MSC.5</p>	<p>Students will be able to explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</p> <p>Students will develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</p>	<p>Students will participate and learn specific skills for the variety of individual/dual and/or lifetime sports/activities (such as Badminton, Tennis, Golf, etc.)</p> <p>Students will set personal goals for each activity/sport, such as learning a new sport specific skill, reaching a</p>

		2.2.5.MSC.6 2.2.5.MSC.7	<p>Students will engage in movement and physical activity for enjoyment individually and with others.</p> <p>Students will perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).</p> <p>Students will be able to describe how community resources could be used to support participation in a variety of physical activities, sports, and wellness.</p>	<p>new record/score, or a personal fitness/wellness goal.</p> <p>Students will gain awareness of community resources, such as where to participate in lifelong sports, such as Golf.</p>
<p>Rec games/Lifetime Activities Lawn games (rotation) 5 days Kickball 5 days Frisbee Golf/Ultimate Frisbee 5 days 4-Square 5 days</p>	20 days	2.2.5.LF.1 2.2.5.LF.2 2.2.5.LF.3 2.2.5.LF.4 2.2.5.LF.5 2.2.5.MSC.1 2.2.5.MSC.3 2.2.5.MSC.4 2.2.5.MSC.5 2.2.5.MSC.6 2.2.5.MSC.7	<p>Students will be able to explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</p> <p>Students will learn a vocabulary that talks about movement, physical activity, and wellness.</p> <p>Students will proactively engage in movement and physical activity for enjoyment individually or with others.</p> <p>Students will be able to perform</p>	<p>Students will participate and learn specific skills for the variety of Recreational games/Lifetime Activities (such as kickball, Ultimate Frisbee, 4-Square etc.)</p> <p>Students will set personal goals for each activity/game, such as learning a new specific skill, reaching a new record/score, or a personal fitness/wellness goal.</p> <p>Students will gain awareness of community resources, such as where to participate in lifelong</p>

			<p>and increase the range of motion in dynamic stretching and breathing exercises.</p> <p>Students will be able to describe how community resources could be used to support participation in a variety of physical activities, sports, and wellness.</p> <p>Students will be able to demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space.</p> <p>Students will demonstrate and perform movement skills with developmentally appropriate control in isolated settings.</p> <p>Students will learn and be able to demonstrate the roles of both defense and offense in a variety of game settings.</p>	<p>activities, such as Ultimate Frisbee.</p>
<p>Cooperative Games/Activities Tag Games 5 days Scooter Games 5 days</p>	<p>20 days</p>	<p>2.2.5.MSC.1 2.2.5.MSC.3 2.2.5.MSC.4 2.2.5.MSC.5 2.2.5.MSC.6 2.2.5.MSC.7</p>	<p>Students will be able to demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space.</p>	<p>Students will participate and learn specific skills for the variety of Cooperative Games (such as a variety of Tag Games, Scooter Games and Cooperative Activities).</p>

<p>Cooperative Activities 10 days</p>			<p>Students will demonstrate and perform movement skills with developmentally appropriate control in isolated settings.</p> <p>Students will learn and be able to demonstrate the roles of both defense and offense in a variety of game settings.</p> <p>Students will be able to correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</p>	<p>Student will discuss and apply both cooperation and teamwork skills.</p> <p>Students will discuss and apply both sportsmanship and safety skills and rules throughout game play and activities and be able to give and receive constructive feedback throughout all activities.</p> <p>Students will learn about the roles of both offense and defense and how they apply to game play.</p>
<p>Fitness Cardio/Aerobics 4 days Power/Strength 4 days Flexibility/Balance 4 days Coordination/Agility 4 days</p>	<p>16 days</p>	<p>2.2.5.PF.1 2.2.5.PF.2 2.2.5.PF.3 2.2.5.PF.4 2.2.5.PF.5</p>	<p>Students will be able to identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.</p> <p>Students will be able to accept and respect others of all skill levels and abilities during participation.</p> <p>Students will participate in moderate to vigorous age-appropriate physical fitness</p>	<p>Students will participate and learn specific skills in order to exercise properly and safely. These skills will promote wellness. (skills: speed, agility, flexibility, etc.)</p> <p>Students will be able to apply the knowledge learned about fitness into their daily lives inside and outside of school and be able to create and work towards personal wellness/fitness goals.</p>

			<p>activities and build the skills that address each component of health-related fitness.</p> <p>Students will develop a short term and/or long-term health-related fitness goal.</p> <p>Students will be able to determine how different factors influence personal fitness and other healthy lifestyle choices.</p>	
<p>Rhythm/Dance Jump Rope Hula-hoops Line dance/social dances</p>	<p>5 days</p>	<p>2.2.5.MSC.1 2.2.5.MSC.2 2.2.5.MSC.3 2.2.5.MSC.4 2.2.5.MSC.5</p>	<p>Students will demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space.</p> <p>Students will be able to explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>Students will be able to demonstrate and perform movement skills with developmentally appropriate control in isolated settings.</p>	<p>Students will create their own rhythmic/dance routine.</p> <p>Students will learn how to properly jump-rope and learn the cardiovascular benefits that jumping rope offers.</p> <p>Students will learn and participate in a variety of social and line dances.</p>

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

Instructional Unit Map					
Course Title: Health and Physical Education					
Unit Title	Personal Growth and Development			Start Date:	1st Health Cycle
				Length of Unit:	15 days
Content Standards <i>What do we want them to know, understand, & do?</i>	2.1.5.PGD.1 Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness.	Learning Goals	<p>Students will be able to identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness.</p> <p>Students will gain knowledge about how the body changes during puberty and how these changes influence personal</p>		

	<p>2.1.5.PGD.2 Examine how the body changes during puberty and how these changes influence personal self-care.</p> <p>2.1.5.PGD.3 Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.</p> <p>2.1.5.PGD.4 Explain the common human sexual development and the role of hormones.</p> <p>2.1.5.PGD.5 Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.</p> <p>2.1.5.PGD.1 Explain the relationship between sexual intercourse and human reproduction.</p> <p>2.1.5.PGD.2 Explain the range of</p>		<p>self-care.</p> <p>Students will be able to explain the physical, social, and emotional changes that occur during puberty and the different changes that occur during the onset of puberty, which can vary.</p> <p>Students will gain knowledge about human sexual development and the roles of hormones, and will be able to identify trusted adults whom students can talk to about these changes.</p> <p>Students will gain knowledge about different ways to become a parent.</p> <p>Students will discuss and learn about gender-role stereotypes, gender identity, and describe ways to promote dignity and respect for all people.</p> <p>Students will be able to describe how families share common values, explain the importance of communication within a family unit, and learn about the characteristic differences between a healthy and unhealthy relationship.</p>
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	<p>ways pregnancy can occur.</p> <p>2.1.5.SSH.1 Describe gender-role stereotypes and their potential impact on self and others. 0+</p> <p>2.1.5.SSH.2 Differentiate between sexual orientation and gender identity. 0+</p> <p>2.1.5.SSH.3 Demonstrate ways to promote dignity and respect for all people. 0+</p> <p>2.1.5.SSH.4 Describe how families can share common values, offer emotional support, and set boundaries and limits. 0+</p> <p>2.1.5.SSH.5 Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.</p> <p>2.1.5.SSH.6 Describe the characteristics of healthy versus unhealthy relationships among</p>		
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	friends and with family members.		
	2.1.5.SSH.7 Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others. 0		
Essential Questions	<ol style="list-style-type: none"> 1. <i>What body changes occur during puberty?</i> 2. <i>How will hormones affect a person's behavior/emotional health during puberty?</i> 3. <i>What are ways to promote dignity and respect for all gender identities and roles?</i> 4. <i>What are the characteristic differences between healthy and unhealthy relationships?</i> 		
Assessments	Formative	Summative	Alternative
<i>How will we know they have gained the knowledge & skills?</i>	<ul style="list-style-type: none"> ● Paper quizzes ● Google Forms quizzes ● Journal entries ● Class discussions ● Short reflections 	<ul style="list-style-type: none"> ● Chapter test 	<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

			<ul style="list-style-type: none"> getting along with others ● Physical Activity ● Mental Health ● Alcohol Tobacco Drugs Vaping ● Goal Setting ● Hygiene and Safety ● Germs and Disease ● Healthy Habits
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> ● Pre-Assessment (paper or online) ● Journal 		
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Organizers ● Modeling ● Cooperative Grouping ● Journaling ● Guided Practice ● Mini-Lessons ● Learning Stations ● Study guides (Google Classroom) ● Reflection ● Debates 		
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) –</i>	English Language Learners	Special Education Learners	Struggling Learners
			Advanced Learners

<p><i>planned for prior to instruction</i></p>	<ul style="list-style-type: none"> ● Visual charts and representations of concepts ● 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 ● Word walls with visual representations of text ● Single step directions ● Classroom buddy ● Highlight key directions and words ● Learning stations ● Project choices 	<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 guides ● Oral directions ● Class agenda ● Word wall ● Provide examples 	<ul style="list-style-type: none"> ● Additional time <ul style="list-style-type: none"> ● 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
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		<ul style="list-style-type: none"> ● 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"> ● Graphic Organizers ● Mini-Lessons ● Online Study Guides (Google Classroom) ● Check-Lists ● Goal Lists ● Weekly Conference ● Note taking sheets ● Reference Materials (Google Classroom) ● Study Buddy/Partners 		<ul style="list-style-type: none"> ● Choice of learning stations ● Small group presentation ● Tiered lessons ● Handouts 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<p>Tier II: develop, negative, positive, loss, cite, connections, visualize, questioning, predictions, inferring, unity, explain, access, achieve, acknowledge, adapt, adjust, affect, alternative, anticipate, approximate, appropriate, benefit, behalf, capable, category, strategies, influence.</p> <p>Tier III: puberty, development, reproductive, health, gender, stereotypes, gender-roles, family, relationships, communication, unhealthy, personal, behaviors, self-care, hormones, sexual development, dignity, respect.</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 			

	<ul style="list-style-type: none"> ● 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.</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</p>	<p style="text-align: center;">Themes</p> <p style="text-align: right;">Skills</p>

Themes/Skills P21 Framework	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	Resources: Google Classroom DiscoveryEducation.com Health.gov CDC.gov KidsHealth.org MedlinePlus.gov MayoClinic.org NationalInstituteofHealth.gov InfinityLearn.com Australian Institute of Family Studies Glencoe Teen Health textbook Teacher generated worksheets, study guides, and PowerPoints	

Instructional Unit Map

Course Title: Health and Physical Education

Unit Title	Total Health	Learning Goals	Start Date:	2nd Health Cycle
			Length of Unit:	15 days
<p>Content Standards <i>What do we want them to know, understand, & do?</i></p>	<p>2.3.5.HCDM.1 Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</p> <p>2.3.5.HCDM.2 Describe how to prevent the spread of communicable and infectious diseases and conditions.</p> <p>2.4.5.HCDM.3 Examine how mental health can impact one’s wellness.</p> <p>2.1.5.EH.1 Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.</p> <p>2.1.5.EH.2 Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</p> <p>2.1.5.EH.3 Identify different feelings and emotions that people may experience and how they might</p>		<p>Students will discuss the health triangle and how overall wellness is ideal for the human body. Students will discuss how negative mental health, as well as, diseases/conditions can keep the human body from working properly.</p> <p>Students will create their own, personal health triangle and discuss how each component impacts their overall wellness.</p> <p>Students will discuss a variety of difficult situations and create solutions to overcome these situations.</p>	

	<p>express these emotions. 0+</p> <p>2.1.5.EH.4 Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.</p> <p>2.1.5.SSH.4 Describe how families can share common values, offer emotional support, and set boundaries and limits. 0+</p> <p>2.1.5.SSH.5 Explain the importance of communication with family members, caregivers, and other trusted adults about a variety of topics.</p> <p>2.1.5.SSH.6 Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</p> <p>2.1.5.SSH.7 Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others. 0</p>		
Essential Questions			

Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative		Summative	Alternative
	<ul style="list-style-type: none"> ● Paper quizzes ● Google Forms quizzes ● Journal entries ● Class discussions ● Short reflections 		<ul style="list-style-type: none"> ● Chapter test 	<ul style="list-style-type: none"> ● Health Triangle Creation
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> ● Pre-Assessment (paper or online) ● Journal 			
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Organizers ● Modeling ● Cooperative Grouping ● Journaling ● Guided Practice ● Mini-Lessons ● Learning Stations ● Study guides (Google Classroom) ● Reflection ● Debates 			
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"> ● Visual charts and representations of concepts ● Preferential seating ● Small group 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"> ● Tiered assignments ● Independent study

	<ul style="list-style-type: none"> ● Clarified instruction ● Read assessments aloud ● Use native language for key terms, directions when possible and when needed ● Additional time ● Provide study guides ● Word walls with visual representations of text ● Single step directions ● Classroom buddy ● Highlight key directions and words ● Learning stations ● Project choices 	<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 ● Class agenda ● Word wall ● Provide examples ● Test retakes ● Small group instruction ● Learning 	<ul style="list-style-type: none"> ● Visual charts ● 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
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		<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 sheets Reference Materials (Google Classroom) Study Buddy/Partners 		<ul style="list-style-type: none"> Choice of learning stations Small group presentation Tiered lessons Handouts 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<p>Tier II: develop, essential, negative, positive, sum, profit, loss, analysis, evidence, cite, infer, connections, visualize, questioning, predictions, ideal, inferring, unity, explain, perspective, construct, depict, perspective, access, accumulate, achieve, accurate, acquire, acknowledge, adapt, adjust, affect, aid, alternative, anticipate, approximate, appropriate, benefit, behalf, capable, category, circumstance, advantages, aim, appearance, conditions, characteristics, functions, development, statement, focus, factors, properly, purpose, role, reaction, outcome, overall.</p> <p>Tier III: health, triangle, wellness, human, body, mental, diseases, conditions, personal health triangle, emotional, physical, feelings, self-care, self-help.</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 			

<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.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>	<p style="text-align: center;">Themes</p> <p style="text-align: right;">Skills</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>	<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>Resources: Google Classroom DiscoveryEducation.com Health.gov CDC.gov KidsHealth.org MedlinePlus.gov MayoClinic.org NationalInstituteofHealth.gov Glencoe Teen Health textbook Teacher generated worksheets, study guides, and PowerPoints</p>	

Instructional Unit Map			
Course Title: Health and Physical Education			
Unit Title	Community Health Services and Support	Start Date:	3rd Health Cycle

		Length of Unit:	15 days
Content Standards <i>What do we want them to know, understand, & do?</i>	<p>2.1.5.CHSS.1 Identity health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community</p> <p>2.1.5.CHSS.2 Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change</p> <p>2.1.5.CHSS.3 Describe strategies that are useful for individuals who are feelings sadness, anger, anxiety, or stress</p>	Learning Goals	<p>Students will discuss the different health services and resources available to them (at the middle school and in their communities). Students will discuss a variety of learning strategies that they will be able to use when they are feeling anxious, sad, and/or stressed.</p> <p>Students will create a community service project that will be show-cased in the school hallways/building.</p>
Essential Questions	<ol style="list-style-type: none"> 1. <i>What health services and resources are available at school?</i> 2. <i>What learning strategies can be used when you are feeling anxious, sad, and/or stressed?</i> 		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative	Summative	Alternative
	<ul style="list-style-type: none"> ● Paper quizzes ● Google Forms quizzes ● Journal entries ● Class discussions ● Short reflections 	<ul style="list-style-type: none"> ● Chapter test 	<ul style="list-style-type: none"> ● Community Service Project
Unit Pre-Assessment(s)	<ul style="list-style-type: none"> ● Pre-Assessment (paper or online) ● Journal 		

<p><i>What do they already know?</i></p>				
<p>Instructional Strategies/Student Activities</p>	<ul style="list-style-type: none"> ● Organizers ● Modeling ● Cooperative Grouping ● Journaling ● Guided Practice ● Mini-Lessons ● Learning Stations ● Study guides (Google Classroom) ● Reflection ● Debates 			
<p>Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – 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"> ● Visual charts and representations of concepts ● 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 ● Word walls with visual representations of text ● Single step directions 	<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 ● 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"> • Classroom buddy • Highlight key directions and words • Learning stations • Project choices 	<ul style="list-style-type: none"> • 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 retake • Small group instruction • Learning stations • Project choices 		
Differentiated Instructional	Access (Resources and/or Process)		Expression (Products and/or Performance)	

<p>Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<ul style="list-style-type: none"> ● Graphic Organizers ● Mini-Lessons ● Online Study Guides (Google Classroom) ● Check-Lists ● Goal Lists ● Weekly Conference ● Note taking sheets ● Reference Materials (Google Classroom) ● Study Buddy/Partners 	<ul style="list-style-type: none"> ● Choice of learning stations ● Small group presentation ● Tiered lessons ● Handouts
<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier II: available, develop, essential, negative, positive, evidence, cite, infer, connections, visualize, questioning, predictions, inferring, unity, explain, perspective, construct, depict, perspective, access, accumulate, achieve, accurate, acquire, acknowledge, adapt, adjust, affect, aid, alternative, anticipate, approximate, appropriate, benefit, behalf, capable, category, circumstance, advantages, aim, appearance, conditions, characteristics, functions, development, statement, focus, factors, purpose, role, reaction, resources, outcome, community, variety, strategies.</p> <p>Tier III: health, anxious, sad, stressed, community.</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: 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>	
21st 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	Resources: Google Classroom DiscoveryEducation.com	

	Health.gov CDC.gov KidsHealth.org MedlinePlus.gov MayoClinic.org NationalInstituteofHealth.gov Glencoe Teen Health textbook Teacher generated worksheets, study guides, and PowerPoints
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Instructional Unit Map							
Course Title: Health and Physical Education							
Unit Title	Alcohol, Tobacco, and Drugs		<table border="1" style="width: 100%;"> <tr> <td style="background-color: black; color: white;">Start Date:</td> <td>4th Health Cycle</td> </tr> <tr> <td style="background-color: black; color: white;">Length of Unit:</td> <td>15 Days</td> </tr> </table>	Start Date:	4th Health Cycle	Length of Unit:	15 Days
Start Date:	4th Health Cycle						
Length of Unit:	15 Days						
Content Standards <i>What do we want them to know, understand, & do?</i>	<p>2.3.5.ATD.1 Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects.</p> <p>2.3.5.ATD.2 Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids, and other drugs, and non-prescribed cannabis products.</p>	Learning Goals	<p>Students will discuss a variety of alcohol, tobacco, and drug substances and will further discuss the potential unhealthy effects of these substances.</p> <p>Students will research the cost of tobacco/vape products. Students will discuss the alternate use of those funds for healthier options.</p> <p>Students will discuss and research the behaviors of people who struggle with the use of alcohol, drug, or tobacco/vape products.</p>				

	<p>2.3.5.ATD.3 Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.</p> <p>2.3.5.DSDT.1 Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.</p> <p>2.3.5.DSDT.2 Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.</p> <p>2.3.5.DSDT.3 Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.</p> <p>2.3.5.DSDT.4 Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.</p> <p>2.3.5.DSDT.5 Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and</p>		<p>Students will create a variety of refusal skill options that can be used when refusing drugs, alcohol, or tobacco/vape products.</p>
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	drug use/abuse.		
Essential Questions	<ol style="list-style-type: none"> 1. <i>What types of alcohol, tobacco, and drug products are there?</i> 2. <i>What are the costs of alcohol, drug, and tobacco products?</i> 3. <i>What are some behaviors that people will show that use or abuse drugs, alcohol and tobacco products?</i> 4. <i>What are some refusal skills that can be used to refuse drugs, tobacco, and alcohol products?</i> 		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative Summative Alternative		
	<ul style="list-style-type: none"> ● Paper quizzes ● Google Forms quizzes ● Journal entries ● Class discussions ● Short reflections 	<ul style="list-style-type: none"> ● Chapter test 	<ul style="list-style-type: none"> ● Cost Research Project
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> ● Pre-Assessment (paper or online) ● Journal 		
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Organizers ● Modeling ● Cooperative Grouping ● Journaling ● Guided Practice ● Mini-Lessons ● Learning Stations ● Study guides (Google Classroom) ● Reflection ● Debates 		

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"> ● Visual charts and representations of concepts ● 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 ● Word walls with visual representations of text ● Single step directions ● Classroom buddy ● Highlight key directions and words ● Learning stations ● Project choices 	<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 guides ● Oral directions ● Class agenda 	<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"> ● Word wall ● 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"> ● Graphic Organizers ● Mini-Lessons ● Online Study Guides (Google Classroom) ● Check-Lists ● Goal Lists ● Weekly Conference ● Note taking sheets ● Reference Materials (Google Classroom) ● Study Buddy/Partners 		<ul style="list-style-type: none"> ● Choice of learning stations ● Small group presentation ● Tiered lessons ● Handouts 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<p>Tier II: behaviors, available, develop, essential, negative, positive, evidence, cite, infer, connections, visualize, questioning, predictions, inferring, unity, explain, perspective, construct, alternate, perspective, access, research, achieve, accurate, acquire, acknowledge, adapt, adjust, affect, aid, alternative, anticipate, approximate, appropriate, benefit, behalf, capable, category, circumstance, advantages, aim, appearance, conditions, characteristics, functions, statement, focus, factors, purpose, reaction, resources, outcome, community, variety, strategies, effects.</p> <p>Tier III: alcohol, tobacco, drug, substances, unhealthy, vape, refusal.</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: 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</p>

	each source, and integrate the information while avoiding plagiarism.	
	NJLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
21st 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	Resources: Google Classroom DiscoveryEducation.com Health.gov CDC.gov KidsHealth.org MedlinePlus.gov MayoClinic.org NationalInstituteofHealth.gov FDA.gov Glencoe Teen Health textbook Teacher generated worksheets, study guides, and PowerPoints	

Instructional Unit Map

Course Title: Health and Physical Education

Unit Title	Team Sports	Start Date:	Fall/Spring
		Length of Unit:	36 days
Content Standards <i>What do we want them to know, understand, & do?</i>	<p>2.2.5.MSC.1 Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</p> <p>2.2.5.MSC.3 Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.5.MSC.4 Develop necessary body control to improve stability and balance during movement and physical activity.</p> <p>2.2.5.MSC.5 Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change</p>	Learning Goals	<p>Students will be able to demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</p> <p>Students will be able to demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, and recreational activities).</p> <p>Students will be able to correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</p> <p>Students will be able to execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p> <p>Students will be able to apply specific rules, strategies, and procedures to specific physical activity, games, and sports in a safe active environment.</p>

	<p>improves performance.</p> <p>2.2.5.MSC.6 Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p> <p>2.2.5.MSC.7 Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p>		
Essential Questions	<ol style="list-style-type: none"> 1. <i>What is coordination, balance, agility, and flexibility? How can we better develop those skills?</i> 2. <i>What skills are necessary to successfully play basketball, volleyball, hockey, softball, lacrosse, etc.?</i> 3. <i>Why is using strategy beneficial in team sports?</i> 4. <i>What is considered good etiquette as a teammate and opponent while playing team sports?</i> 		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative	Summative	Alternative
	<ul style="list-style-type: none"> ● Paper quizzes ● Google Forms quizzes ● Class discussions 	<ul style="list-style-type: none"> ● Unit test 	<ul style="list-style-type: none"> ● Skill assessments
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> ● Pre-Assessment (paper or online) ● Skill assessment (prior to the start of unit) 		

Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Organizers ● Modeling ● Cooperative Grouping ● Guided Practice ● Mini-Lessons ● Learning Stations ● Study guides (Google Classroom) ● Reflection 			
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"> ● 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 ● Peer modeling ● Teacher demonstration ● Visual cues ● Adapted text review 	<ul style="list-style-type: none"> ● Additional time ● Vary test formats ● Read assessments aloud ● Small group instruction ● Single step directions ● Shortened assignments/ assessments ● Allow for test retakes ● Vary test formats 	<ul style="list-style-type: none"> ● Additional time ● Review/repeat directions ● Provide examples ● Visual charts ● Small group instruction ● Provide study guides ● Class agenda/planner ● Peer modeling ● Teacher demonstration ● Visual cues ● Adapted text review 	<ul style="list-style-type: none"> ● Tiered assignments ● Independent study ● Flexible grouping ● Learning stations

		<ul style="list-style-type: none"> ● Provide study guides ● Oral directions ● Class agenda ● Word wall ● Provide examples ● Test retakes ● Small group instruction ● Peer modeling ● Teacher demonstration ● Visual cues ● Adapted text review 		
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 sheets ● Reference Materials (Google Classroom) ● Study Buddy/Partners 		<ul style="list-style-type: none"> ● Choice of learning stations ● Small group presentation ● Tiered lessons ● Handouts 	

<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier II: behaviors, develop, essential, negative, positive, connections, visualize, questioning, predictions, alternate, achieve, accurate, adapt, adjust, anticipate, approximate, appropriate, benefit, capable, category, circumstance, advantages, aim, appearance, conditions, characteristics, functions, focus, factors, purpose, reaction, resources, outcome, community, variety, strategies, effects, offense, defense.</p> <p>Tier III: quidditch, basketball, soccer, softball, wiffleball, baseball, football, volleyball, hockey, lacrosse, shooting, goal, score, catch, defense, offense, lay-up, jump-shot, homeroom, single, double, triple, goalie, penalty, touch-down, field goal, quarterback, bump, set, spike, slap shot.</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
<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.</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>	
21st 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	Materials: Resources: Google Classroom YouTube Teacher generated worksheets, study guides, and PowerPoints	

Instructional Unit Map
Course Title: Health and Physical Education

Unit Title	Individual/Dual Lifetime Sports		Start Date:	Fall/Spring
			Length of Unit:	23 days
Content Standards <i>What do we want them to know, understand, & do?</i>	<p>2.2.5.LF.1 Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</p> <p>2.2.5.LF.2 Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</p> <p>2.2.5.LF.3 Proactively engage in movement and physical activity for enjoyment individually or with others. 0</p> <p>2.2.5.LF.4 Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).</p> <p>2.2.5.LF.5 Describe how community resources could be used to support participation in a variety of physical activities, sports, and wellness. 0</p> <p>2.2.5.MSC.1 Demonstrate body management skills and control when moving in relation to others,</p>	Learning Goals	<p>Students will be able to explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</p> <p>Students will develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</p> <p>Students will engage in movement and physical activity for enjoyment individually and with others.</p> <p>Students will perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).</p> <p>Students will be able to describe how community resources could be used to support participation in a variety of physical activities, sports, and wellness.</p>	

	<p>objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</p> <p>2.2.5.MSC.3 Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.5.MSC.4 Develop necessary body control to improve stability and balance during movement and physical activity.</p> <p>2.2.5.MSC.5 Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</p> <p>2.2.5.MSC.6 Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. 0</p>		
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	2.2.5.MSC.7 Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.		
Essential Questions	<ol style="list-style-type: none"> 1. <i>How does physical activity benefit both emotional and physical health?</i> 2. <i>What terms are associated with physical activities and lifelong fitness?</i> 3. <i>What are the differences between dynamic and static stretching?</i> 4. <i>What lifelong sports/activities does your community offer?</i> 		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative		
	<ul style="list-style-type: none"> ● Paper quizzes ● Google Forms quizzes ● Class discussions 	Summative	Alternative
		● Unit test	● Skill assessments
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> ● Pre-Assessment (paper or online) ● Skill assessment (prior to the start of unit) 		
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Organizers ● Modeling ● Cooperative Grouping ● Guided Practice ● Mini-Lessons ● Learning Stations ● Study guides (Google Classroom) ● Reflection 		

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"> ● 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 ● Peer modeling ● Teacher demonstration ● Visual cues ● Adapted text review 	<ul style="list-style-type: none"> ● Additional time ● Vary test formats ● Read assessments aloud ● 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 	<ul style="list-style-type: none"> ● Additional time ● Review/repeat directions ● Provide examples ● Visual charts ● Small group instruction ● Provide study guides ● Class agenda/planner ● Peer modeling ● Teacher demonstration ● Visual cues ● Adapted text review 	<ul style="list-style-type: none"> ● Tiered assignments ● Independent study ● Flexible grouping ● Learning stations ● Project choices

		<ul style="list-style-type: none"> ● Small group instruction ● Peer modeling ● Teacher demonstration ● Visual cues ● Adapted text review 		
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 sheets ● Reference Materials (Google Classroom) ● Study Buddy/Partners 		<ul style="list-style-type: none"> ● Choice of learning stations ● Small group presentation ● Tiered lessons ● Handouts 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<p>Tier II: behaviors, develop, essential, negative, positive, connections, visualize, questioning, predictions, alternate, achieve, accurate, adapt, adjust, anticipate, approximate, appropriate, benefit, capable, category, circumstance, advantages, aim, appearance, conditions, characteristics, functions, focus, factors, purpose, reaction, resources, outcome, community, variety, strategies, effects, offense, defense.</p> <p>Tier III: individual, dual, lifetime, sport, badminton, tennis, pickleball, golf, track, bowling, birdie, spike, hole-in-one, forehand hit, backhand hit, ace, love, net, racket, tee, meter, miles, eagle, albatross, strike, spare.</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
<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.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>

	NJLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
21 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	Materials: Resources: Google Classroom YouTube Teacher generated worksheets, study guides, and PowerPoints	

Instructional Unit Map				
Course Title: Health and Physical Education				
Unit Title	Recreational Games/Lifetime Activities		Start Date:	Winter
			Length of Unit:	20 days
Content Standards <i>What do we want them to know, understand, & do?</i>	2.2.5.LF.1 Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.	Learning Goals	Students will be able to explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. Students will learn a vocabulary that talks about movement, physical activity, and wellness.	
	2.2.5.LF.2 Develop a movement			

	<p>vocabulary that is flexible and adaptable for personal physical activity and wellness.</p> <p>2.2.5.LF.3 Proactively engage in movement and physical activity for enjoyment individually or with others. 0</p> <p>2.2.5.LF.4 Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).</p> <p>2.2.5.LF.5 Describe how community resources could be used to support participation in a variety of physical activities, sports, and wellness. 0</p> <p>2.2.5.MSC.1 Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</p> <p>2.2.5.MSC.3 Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g.,</p>		<p>Students will proactively engage in movement and physical activity for enjoyment individually or with others.</p> <p>Students will be able to perform and increase the range of motion in dynamic stretching and breathing exercises.</p> <p>Students will be able to describe how community resources could be used to support participation in a variety of physical activities, sports, and wellness.</p> <p>Students will be able to demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space.</p> <p>Students will demonstrate and perform movement skills with developmentally appropriate control in isolated settings.</p> <p>Students will learn and be able to demonstrate the roles of both defense and offense in a variety of game settings.</p>
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	<p>skill practice) and applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.5.MSC.4 Develop necessary body control to improve stability and balance during movement and physical activity.</p> <p>2.2.5.MSC.5 Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</p> <p>2.2.5.MSC.6 Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. 0</p> <p>2.2.5.MSC.7 Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p>		
Essential Questions	<ol style="list-style-type: none"> 1. <i>How does physical activity benefit both emotional and physical health?</i> 2. <i>What terms are associated with physical activities and lifelong fitness?</i> 3. <i>What are the differences between dynamic and static stretching?</i> 4. <i>What is spatial awareness and why is it important during physical activities?</i> 		

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

	<ul style="list-style-type: none"> • Additional time • Provide study guides • Single step directions • Classroom buddy • Peer modeling • Teacher demonstration • Visual cues • Adapted text review 	<p>aloud</p> <ul style="list-style-type: none"> • 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 • Peer modeling • Teacher demonstration • Visual cues • Adapted 	<ul style="list-style-type: none"> • Provide study guides • Class agenda/planner • Peer modeling • Teacher demonstration • Visual cues • Adapted text review 	<ul style="list-style-type: none"> • Learning stations • Project choices
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		text review	
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 sheets ● Reference Materials (Google Classroom) ● Study Buddy/Partners 		<ul style="list-style-type: none"> ● Choice of learning stations ● Small group presentation ● Tiered lessons ● Handouts
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<p>Tier II: behaviors, develop, essential, negative, positive, connections, visualize, questioning, predictions, alternate, achieve, accurate, adapt, adjust, anticipate, approximate, appropriate, benefit, capable, category, circumstance, advantages, aim, appearance, conditions, characteristics, functions, focus, factors, purpose, reaction, resources, outcome, community, variety, strategies, effects, offense, defense.</p> <p>Tier III: recreational, lifetime activities, frisbee, ultimate, golf, kickball, 4-square, rotation, homeroom, single, double, triple, out, flyball, score, offense, defense, lawn games, teamwork.</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 		
Interdisciplinary Connections NJ Student Learning Standards	<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.</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>	<p>Themes</p>	<p>Skills</p>
<p>Resources/Materials</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>Materials:</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>	<ul style="list-style-type: none"> ● Life and Career Skills ● Learning and Innovation Skills ● Information, Media, and Technology Skills ● Communication and Collaboration 	

	Resources: Google Classroom YouTube Teacher generated worksheets, study guides, and PowerPoints
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Instructional Unit Map				
Course Title: Health and Physical Education				
Unit Title	Cooperative Games/Activities		Start Date:	Winter
			Length of Unit:	20 days
Content Standards <i>What do we want them to know, understand, & do?</i>	<p>2.2.5.MSC.1 Demonstrate body management skills and control when moving in relation to others, objects, and boundarie in personal and general space (e.g., coordination, balance, flexibility, agility).</p> <p>2.2.5.MSC.3 Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.5.MSC.4 Develop necessary</p>	Learning Goals	<p>Students will be able to demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space.</p> <p>Students will demonstrate and perform movement skills with developmentally appropriate control in isolated settings.</p> <p>Students will learn and be able to demonstrate the roles of both defense and offense in a variety of game settings.</p> <p>Students will be able to correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</p>	

	<p>body control to improve stability and balance during movement and physical activity.</p> <p>2.2.5.MSC.5 Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</p> <p>2.2.5.MSC.6 Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. 0</p> <p>2.2.5.MSC.7 Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p>			
Essential Questions	<ol style="list-style-type: none"> 1. <i>What is spatial awareness and why is it beneficial during activity?</i> 2. <i>What is offense and defense?</i> 3. <i>What are the different lawn games that can be played throughout one's life?</i> 			
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative		Summative	Alternative
	<ul style="list-style-type: none"> ● Paper quizzes ● Google Forms quizzes 	<ul style="list-style-type: none"> ● Unit test 	<ul style="list-style-type: none"> ● Skill assessments 	

	<ul style="list-style-type: none"> • Class discussions 		
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> • Pre-Assessment (paper or online) • Skill assessment (prior to the start of unit) 		
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> • Organizers • Modeling • Cooperative Grouping • Guided Practice • Mini-Lessons • Learning Stations • Study guides (Google Classroom) • Reflection 		
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners
	<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 • Peer modeling • Teacher demonstration 	<ul style="list-style-type: none"> • Additional time • Vary test formats • Read assessments aloud • Small group instruction • Single step directions • Shortened 	<ul style="list-style-type: none"> • Additional time • Review/repeat directions • Provide examples • Visual charts • Small group instruction • Provide study guides • Class agenda/planner • Peer modeling • Teacher demonstration • Visual cues • Adapted text review

	<ul style="list-style-type: none"> • Visual cues • Adapted text review 	<ul style="list-style-type: none"> • 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 • Peer modeling • Teacher demonstration • Visual cues • Adapted text review 		
Differentiated Instructional Methods: <i>(Multiple means for students to access</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	

<p><i>content and multiple modes for student to express understanding)</i></p>	<ul style="list-style-type: none"> ● Graphic Organizers ● Mini-Lessons ● Online Study Guides (Google Classroom) ● Check-Lists ● Goal Lists ● Weekly Conference ● Note taking sheets ● Reference Materials (Google Classroom) ● Study Buddy/Partners 	<ul style="list-style-type: none"> ● Choice of learning stations ● Small group presentation ● Tiered lessons ● Handouts
<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier II: behaviors, develop, essential, negative, positive, connections, visualize, questioning, predictions, alternate, achieve, accurate, adapt, adjust, anticipate, approximate, appropriate, benefit, capable, category, circumstance, advantages, aim, appearance, conditions, characteristics, functions, focus, factors, purpose, reaction, resources, outcome, community, variety, strategies, effects, offense, defense.</p> <p>Tier III: tag, games, scooter, cooperative, communication, teamwork, strategy, problem-solving, creative.</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 	
<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.</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>	<p>Themes Skills</p>	
<p>Resources/Materials</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>	<ul style="list-style-type: none"> ● Life and Career Skills ● Learning and Innovation Skills ● Information, Media, and Technology Skills ● Communication and Collaboration
	<p>Materials:</p> <p>Resources: Google Classroom YouTube</p>	

	Teacher generated worksheets, study guides, and PowerPoints
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Instructional Unit Map			
Course Title: Health and Physical Education			
Unit Title	Fitness	Start Date:	Throughout the entire school year
			Length of Unit:
Content Standards <i>What do we want them to know, understand, & do?</i>	<p>2.2.5.PF.1 Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.</p> <p>2.2.5.PF.2 Accept and respect others of all skill levels and abilities during participation. 0</p> <p>2.2.5.PF.3 Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).</p> <p>2.2.5.PF.4 Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance ‘heart & lungs’,</p>	Learning Goals	

	<p>muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</p> <p>2.2.5.PF.5 Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology). 0+</p>		
Essential Questions	<ol style="list-style-type: none"> 1. <i>What are the physical, social, emotional, and intellectual benefits of regular physical activity?</i> 2. <i>What factors influence personal fitness and lifestyle choices?</i> 3. <i>How do we create both a short-term and long-term health-related fitness goal?</i> 		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative	Summative	Alternative
	<ul style="list-style-type: none"> ● Paper quizzes ● Google Forms quizzes ● Class discussions 	<ul style="list-style-type: none"> ● Unit test 	<ul style="list-style-type: none"> ● Skill assessments
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> ● Pre-Assessment (paper or online) ● Skill assessment (prior to the start of unit) 		
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Organizers ● Modeling ● Cooperative Grouping ● Guided Practice ● Mini-Lessons ● Learning Stations ● Study guides (Google Classroom) 		

	<ul style="list-style-type: none"> ● Reflection 			
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"> ● 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 ● Peer modeling ● Teacher demonstration ● Visual cues ● Adapted text review 	<ul style="list-style-type: none"> ● Additional time ● Vary test formats ● Read assessments aloud ● 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 	<ul style="list-style-type: none"> ● Additional time ● Review/repeat directions ● Provide examples ● Visual charts ● Small group instruction ● Provide study guides ● Class agenda/planner ● Peer modeling ● Teacher demonstration ● Visual cues ● Adapted text review 	<ul style="list-style-type: none"> ● Tiered assignments ● Independent study ● Flexible grouping ● Learning stations ● Project choices

		<ul style="list-style-type: none"> ● Test retakes ● Small group instruction ● Peer modeling ● Teacher demonstration ● Visual cues ● Adapted text review 		
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 sheets ● Reference Materials (Google Classroom) ● Study Buddy/Partners 		<ul style="list-style-type: none"> ● Choice of learning stations ● Small group presentation ● Tiered lessons ● Handouts 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<p>Tier II: behaviors, develop, essential, negative, positive, connections, visualize, questioning, predictions, alternate, achieve, accurate, adapt, adjust, anticipate, approximate, appropriate, benefit, capable, category, circumstance, advantages, aim, appearance, conditions, characteristics, functions, focus, factors, purpose, reaction, resources, outcome, community, variety, strategies, effects.</p> <p>Tier III: fitness, goals, short-term, long-term, cardiovascular, aerobics, power, strength, flexibility, balance, coordination, agility, anaerobic, muscular, endurance, body composition, speed, nutrition.</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
<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.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>

	NJLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
21 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	Materials: Resources: Google Classroom YouTube Teacher generated worksheets, study guides, and PowerPoints	

Instructional Unit Map

Course Title: Health and Physical Education			
Unit Title	Rhythm/Dance	Start Date:	December
		Length of Unit:	5 days
Content Standards <i>What do we want them to know,</i>	2.2.5.MSC.1 Demonstrate body management skills and control when moving in relation to others,	Learning Goals	Students will demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space.

<p><i>understand, & do?</i></p>	<p>objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</p> <p>2.2.5.MSC.2 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>2.2.5.MSC.3 Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.5.MSC.4 Develop necessary body control to improve stability and balance during movement and physical activity.</p> <p>2.2.5.MSC.5 Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</p>		<p>Students will be able to explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>Students will be able to demonstrate and perform movement skills with developmentally appropriate control in isolated settings.</p> <p>Students will develop the necessary body control to improve stability and balance during movement and physical activity.</p> <p>Students will be able to correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</p>
<p>Essential Questions</p>	<ol style="list-style-type: none"> 1. <i>What is spatial awareness and why is it important during dance?</i> 2. <i>Why is movement sequences and tempo important?</i> 3. <i>Why is flexibility and balance important for dance?</i> 		

	4. <i>What benefits does knowing how to perform line and social dances have?</i>			
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative		Summative	Alternative
	<ul style="list-style-type: none"> • Paper quizzes • Google Forms quizzes • Class discussions 		<ul style="list-style-type: none"> • Unit test 	<ul style="list-style-type: none"> • Skill assessments
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> • Pre-Assessment (paper or online) • Skill assessment (prior to the start of unit) 			
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> • Organizers • Modeling • Cooperative Grouping • Guided Practice • Mini-Lessons • Learning Stations • Study guides (Google Classroom) • Reflection 			
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"> • Small group instruction • Clarified instruction • Read assessments aloud • Use native language for key terms, directions when possible and when needed • Additional time 	<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 • Small group instruction • Provide study guides 	<ul style="list-style-type: none"> • Tiered assignments • Independent study • Flexible grouping • Learning

	<ul style="list-style-type: none"> ● Provide study guides ● Single step directions ● Classroom buddy ● Peer modeling ● Teacher demonstration ● Visual cues ● Adapted text review 	<ul style="list-style-type: none"> ● 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 ● Peer modeling ● Teacher demonstration ● Visual cues ● Adapted text review 	<ul style="list-style-type: none"> ● Class agenda/planner ● Peer modeling ● Teacher demonstration ● Visual cues ● Adapted text review 	<ul style="list-style-type: none"> ● stations ● Project choices
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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 sheets ● Reference Materials (Google Classroom) ● Study Buddy/Partners 		<ul style="list-style-type: none"> ● Choice of learning stations ● Small group presentation ● Tiered lessons ● Handouts 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<p>Tier II: behaviors, develop, essential, negative, positive, connections, visualize, questioning, predictions, alternate, achieve, accurate, adapt, adjust, anticipate, approximate, appropriate, benefit, capable, category, circumstance, advantages, aim, appearance, conditions, characteristics, functions, focus, factors, purpose, reaction, resources, outcome, community, variety, strategies, effects, offense, defense.</p> <p>Tier III: dance, rhythm, jump rope, hula-hoops, line dance, social dance, counts, sync, tempo, sequences.</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 			
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.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and</p>			

	<p>relevant and sufficient evidence.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>21st Century Themes/Skills P21 Framework</p>	<p>Themes Skills</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>	<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>Materials:</p> <p>Resources: Google Classroom</p>	

	YouTube Teacher generated worksheets, study guides, and PowerPoints
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