

PITTSGROVE TOWNSHIP SCHOOL DISTRICT



Course Name: Health and Physical Education	Grade Level(s): 7
Department: Health and Physical Education	Credits: N/A
BOE Adoption Date: June 2014	Revision Date(s): June 2021

Course Description

7th grade health education is designed to provide our students with the most current information in our field. By creating a fun filled, inclusive and diverse Health environment we will afford our students with the opportunity to lead a healthy and active lifestyle. 7th grade health is quite rigorous with a focus on structures and functions of body systems. Topics that will be discussed include: The Digestive system, Nutrition, Immune system, Muscular and Skeletal System, and the Cardiorespiratory System. Physical Education covers units of Team sports, Individual and Dual Sports, Recreation and Lawn games, Cooperative games Physical Fitness, and Rhythm and Dance. The focus of this portion will be physical fitness for lifetime wellness, as well as cooperation, sport and games strategy, sportsmanship and skill development as well as diversity within sports.

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 7th Grade

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
Health: Nutrition & Digestive System	15 days	2.1.8.PGD.1 2.1.8.PGD.2 2.1.8.PGD.4 2.2.8.PF.1 2.2.8.LF7 2.2.8.N.1 2.2.8.N.2 2.2.8.N.3 2.2.8.N.4 2.3.8.HCDM.1 2.3.8.HCDM.2 2.3.8.HCDM.7	Students will be able to: understand how the digestive system works Understand how the digestive system impacts nutrition and wellness Understand how culture health status age and access to healthy foods can influence personal eating habits Understand how nutrition impacts bodyweight Understand how to use nutrition to enhance health and wellness <i>Students will be able to understand and list the pathway of food through the digestive system</i>	Identify structure and function of the digestive system Discuss and analyze the impact of nutrition on body composition and overall health Organize a food shopping list to meet the nutritional needs of a small family Analyze the differences between nutritional plans of people with different cultural backgrounds, genetics, special needs, resources and lifestyles.

<p>Health: Cardiorespiratory System</p>	<p>15 days</p>	<p>2.1.8.PGD.1 2.1.8.PGD.2 2.2.8.PF.1 2.3.8.HCDM.2 2.3.8.HCDM.7 2.3.8.ATD.3</p>	<p>Students will be able to:</p> <p>Understand how the cardiorespiratory system works</p> <p>Understand risk factors and disease that impact the cardiorespiratory system</p> <p>Understand and analyze the relationship between Tobacco use and other drugs as well as other risky behaviors on the respiratory system</p>	<p>Identify basic structures and functions of the cardiorespiratory system</p> <p>Discuss and identify risk factors, behaviors and specifically the negative consequences of tobacco and drugs on the cardiorespiratory system</p> <p>Identify ways to improve and maintain cardiorespiratory health</p>
<p>Health: Skeletal & Muscular System</p>	<p>15 days</p>	<p>2.1.8.PGD.1 2.1.8.PGD.2 2.1.8.PGD.4 2.2.8.PF.1 2.2.8.N.4 2.3.8.HCDM.7 2.3.8.ATD.3</p>	<p>Students will be able to:</p> <p>Understand how the Skeletal & Muscular System works</p> <p>Understand risk factors and disease that impact the Skeletal & Muscular system</p> <p>Understand body composition and use evidence to predict health status.</p>	<p>Identify basic structures and functions of the Skeletal & Muscular system</p> <p>Plan a fitness workout that increases and maintains a healthy Skeletal & Muscular system</p> <p>identify how anabolic steroids affect the muscular and skeletal system.</p> <p>Memorize the F.I.T.T principal and how it applies to overall health</p> <p>Identify physical and health professions and how their personal</p>

				attributes can contribute to those opportunities.
Health: Immune System & Stress Management	15 days	2.1.8.PGD.1 2.1.8.PGD.2 2.1.8.PGD.4 2.1.8.EH.1 2.1.8.EH.2 2.1.8.CHSS.1 2.1.8.CHSS.8 2.2.8.PF.1 2.2.8.PF.5 2.2.8.LF7 2.3.8.HCDM.6 2.3.8.HCDM.7 2.3.8.ATD.1 2.3.8.ATD.3 2.3.8.ATD.5	Students will be able to: Understand how the Immune System works Understand stress management and how to utilize it. Understand risk factors and disease that impact the Immune system Understand the impact of Stress Management on decision making and disease	Identify basic structures and functions of the immune system Develop a list of stress management techniques and skills that allow students to cope with different types of mental, psychological, and emotional situations. Identify the immune response to stress and disease
PE: Team Sports Basketball Soccer Softball/Wiffle Ball Football Volleyball Hockey Lacrosse	35 days	2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.3 2.2.8.MSC.4 2.2.8.MSC.5 2.2.8.MSC.6 2.2.8.MSC.7 2.2.8.PF.1 2.2.8.PF.2	Students will be able to: Apply skills from each sport to sport activities Demonstrate control over movement and skills in interactive environment Understand tactical strategies of offense and defense Understand rules and scoring of	Practice and use appropriate skills in a game setting Explain and demonstrate the positions of offense and defense in each sport and apply basic strategies for both Memorize and utilize rules and scoring for each sport Utilize and demonstrate self and peer assessment of skills by

			<p>each sport</p> <p>Self Assess and Peer assess movement and strategies in applied settings</p> <p>Understand practical ways to demonstrate emotions during a game setting Involve everyone of ability level in a game</p> <p>Explore by leading self and others to experience and participate in different culture's sports</p>	<p>observing and giving feedback</p> <p>Break down skills into specific steps and give feedback in a team setting during a sport or activity.</p> <p>Display appropriate emotional responses during activities</p> <p>Recognize and verbalize the strengths of teammates with different ability levels and engage encouraging behaviors to increase participation of all students.</p>
<p>PE: Individual/Dual Lifetime Sports Badminton Tennis Pickleball Golf Bowling Track</p>	<p>23 days</p>	<p>2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.3 2.2.8.MSC.4 2.2.8.MSC.5 2.2.8.MSC.6 2.2.8.MSC.7 2.2.8.PF.1 2.2.8.PF.2</p>	<p>Students will be able to: Apply skills from each sport to sport activities</p> <p>Demonstrate control over movement and skills in interactive environment</p> <p>Understand tactical strategies of offense and defense</p> <p>Understand rules and scoring of each sport</p> <p>Self Assess and Peer assess movement and strategies in applied settings</p>	<p>Practice and use sport related skills in a game setting.</p> <p>Explain and demonstrate positions of offense and defense in each sport and apply basic strategies for both</p> <p>Memorize and utilize rules and scoring for each sport</p> <p>Utilize and demonstrate self and peer assessment of skills by observing and giving feedback</p> <p>Explain how individual and dual sports give opportunity for life long participation leading to lifetime</p>

			<p>Understand how individual and dual sports are sports they can participate in for a lifetime</p> <p>Develop and build an effective movement and physical fitness vocabulary for self, peers, family members that can enhance wellness</p>	wellness
<p>PE: Rec games/Lifetime Activities Lawn games (rotation) Kickball Frisbee Golf/Ultimate Frisbee 4-Square Scooter Games Tag Games</p>	30 days	<p>2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.3 2.2.8.MSC.4 2.2.8.MSC.5 2.2.8.MSC.6 2.2.8.MSC.7 2.2.8.PF.1 2.2.8.PF.2 2.2.8.LF.6</p>	<p>Students will be able to: Apply appropriate skills and movement to recreational games and sports</p> <p>Demonstrate control over movement and skills in interactive environment</p> <p>Understand rules and scoring of each sport</p> <p>Self Assess and Peer assess movement and strategies in applied settings</p> <p>Understand how recreational activities and sports are lifetime activities</p> <p>Understand the importance of how</p>	<p>Practice and use appropriate skills in a game setting</p> <p>Utilize and demonstrate self and peer assessment of skills by observing and giving feedback</p> <p>Display appropriate emotional responses during activities</p> <p>Recognize and verbalize the strengths of fellow students with different ability levels and engage encouraging behaviors to increase participation of all students.</p> <p>Identify activities and facilities that promote recreational games and lifetime activities within the community and how to access them.</p>

			<p>people in their community can access organized recreational activities and sports</p> <p>Develop and build an effective movement and physical fitness vocabulary for self, peers, family members that can enhance wellness</p>	
PE: Cooperative Games/Activities	5 days	<p>2.2.8.MSC.1</p> <p>2.2.8.MSC.2</p> <p>2.2.8.MSC.3</p> <p>2.2.8.MSC.4</p> <p>2.2.8.MSC.5</p> <p>2.2.8.MSC.6</p> <p>2.2.8.MSC.7</p> <p>2.2.8.PF.1</p> <p>2.2.8.PF.2</p>	<p>Students will be able to:</p> <p>Understand practical ways to demonstrate emotions during a game setting</p> <p>Understand practical ways to demonstrate emotions during a game setting</p> <p>Analyze and correct movements and apply to refine movement skills</p> <p>Understand the impact of sportsmanship on player’s behavior in small groups and large teams during games.</p> <p>Demonstrate cooperative strategies in a variety of settings.</p> <p>Recognize and involve everyone in the activity</p>	<p>Practice and use appropriate skills in a game setting</p> <p>Utilize and demonstrate self and peer assessment of skills by observing and giving feedback</p> <p>Display appropriate emotional responses during activities</p> <p>Recognize and verbalize the strengths of fellow students with different ability levels and engage encouraging behaviors to increase participation of all students.</p> <p>Verbalize how cooperation and cooperative skills can be applied to other areas of life</p> <p>Identify and use cooperative skills and strategies to improve activity outcomes</p>

<p>PE: Fitness Cardio/Aerobics Power/Strength Flexibility/Balance Coordination/Agility</p>	<p>16 days</p>	<p>2.1.8.PGD.4 2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.3 2.2.8.MSC.4 2.2.8.MSC.7 2.2.8.PF.1 2.2.8.PF.5 2.2.8.LF.1 2.2.8.LF.2 2.2.8.LF.5</p>	<p>Students will be able to: Analyze the relationship between healthy behaviors and personal health</p> <p>Demonstrate planned movement sequences individually and with others based on physical activities</p> <p>Analyze and correct movements and apply to routine movements</p> <p>Correct movements and apply to refine movement skills Use evidence to predict how physical fitness activities impact personal fitness and health</p> <p>Participate in a variety of physical activities</p> <p>Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.</p>	<p>Give verbal feedback about how long term fitness activities has improved their personal health</p> <p>Participate safely in a variety of fitness activities and follow the demonstrations of how to perform movements.</p> <p>Receive feedback and correction in movement and apply it.</p> <p>Give feedback on how physical fitness can impact personal fitness and health</p> <p>Correctly identify parts of the body that specific fitness activities affect and improve.</p>
<p>PE: Rhythm/Dance</p>	<p>5 days</p>	<p>2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.3</p>	<p>Students will be able to: Demonstrate the transition of</p>	<p>Create and perform movements based on tempo, beat, rhythm, music and physical activities.</p>

		2.2.8.MSC.4 2.2.8.MSC.7 2.2.8.PF.1	<p>movement skills from isolated settings to dance</p> <p>Demonstrate control of motion and force, flow, time and space in interactive dynamic environments.</p> <p>Create and demonstrate planned movement sequences</p>	Use aspects of fitness to create a sequence of movement.
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Instructional Unit Map				
Course Title: Health and Physical Education 7th Grade				
Unit Title	Digestive System and Nutrition		Start Date:	1st health cycle
			Length of Unit:	15 days
Content Standards <i>What do we want them to know, understand, & do?</i>	2.1.8.PGD.1: Explain how appropriate health care can promote personal health. • 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.	Learning Goals	<p><i>Students will be able to memorize the major structures and functions of the digestive system</i></p> <p><i>Students will be able to design a diverse tailored nutrition plan for people with different cultural backgrounds, lifestyles, medical</i></p>	

	<p>2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.</p> <p>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</p> <p>2.2.8.LF.7 Evaluate personal attributes as they relate to career options in physical activity and health professions.</p> <p>2.2.8.N.1 Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.</p> <p>2.2.8.N.2 Identify skills and healthy behaviors that can support adolescents in losing gaining or maintaining healthy weights</p> <p>2.2.8.N.3 Design nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds, then consider the similarities and differences among the plans.</p> <p>2.2.8.N.4 Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sport drinks, supplements, balance nutrition.</p> <p>2.3.8.HCDM.1 Justify how the use of universal precautions, sanitation</p>		<p><i>and nutritional needs</i></p> <p><i>Students will be able to understand and list the pathway of food through the digestive system</i></p> <p><i>Students will be able to understand different attributes of nutrition and how it contributes to overall health and wellness.</i></p> <p><i>Students will understand basic sanitation and food safety principles</i></p> <p><i>Students will be able to identify at least one way to improve their nutrition</i></p>
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	<p>and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.</p> <p>2.3.8.HCDM.2 Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.</p> <p>2.3.8.HCDM.7 Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.</p>		
Essential Questions	<p><i>What are the structures and functions of the digestive system?</i></p> <p><i>What are considerations you need to make when creating a nutritional plan for individuals?</i></p> <p><i>How can you address safety concerns when preparing and storing food?</i></p> <p><i>What is the importance of a healthy diet and how can you improve one aspect of your personal nutrition?</i></p>		
Assessments	<div style="display: flex; justify-content: space-around;"> Formative Summative Alternative </div>		
<i>How will we know they have gained the knowledge & skills?</i>	<ul style="list-style-type: none"> ● Quizzes ● Journal entries ● Class discussions ● Short reflections 	<ul style="list-style-type: none"> ● Unit test 	<ul style="list-style-type: none"> ● Test retakes ● Discussions ● Writing samples
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> ● Class Discussions ● Journal assignments 		

<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 ● Classroom buddy ● Highlight key directions and 	<ul style="list-style-type: none"> ● Additional time ● Vary test formats ● Read assessments aloud ● Organizers ● Visual charts ● Preferential seating ● Small group instruction ● Single step directions ● Shortened 	<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

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

<i>understanding)</i>	<ul style="list-style-type: none"> ● Reference Materials (Google Classroom) ● Study Buddy/Partners 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier II: Utilize, apply, disease, conditions, health, wellness, expelled, nutrition, systems, structures, functions, attributes, consequences, considerations, diversity Tier III: Mouth, Esophagus, Stomach, Small intestines, large intestines, liver, gallbladder, colon, rectum, nutrient, nutrient dense, carbohydrate, fats, proteins, insulin, insulin resistance, sanitation, bacteria, ulcers, Acid reflux/heartburn, diverticulitis, hemorrhoids, bolus, gut, roughage, fiber, calories, culture	
Integration of Technology SAMR	<ul style="list-style-type: none"> ● S & A & M: Google Docs is used for note taking, project work, and for material reference. ● A: Students will take assessments on Google Forms ● S: Students will view Youtube videos as a visual and hands-on tool ● S: Students will write journal entries on Google Docs ● S: Students will use Google Slides to create presentations 	
Interdisciplinary Connections NJ Student Learning Standards	ELA: RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task,	

	<p>purpose, and audience.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>					
<p>21st Century Themes/Skills P21 Framework</p>	<table border="1"> <thead> <tr> <th data-bbox="470 675 1234 748">Themes</th> <th data-bbox="1234 675 1944 748">Skills</th> </tr> </thead> <tbody> <tr> <td data-bbox="470 748 1234 941"> <p>Health Literacy Obtaining, Interpreting and Understanding Basic Health Information and Services and Using Such Information and Services in Ways that Enhance Health.</p> </td> <td data-bbox="1234 748 1944 941"> <ul style="list-style-type: none"> ● Life and Career Skills ● Learning and Innovation Skills ● Information, Media, and Technology Skills ● Communication and Collaboration </td> </tr> </tbody> </table>		Themes	Skills	<p>Health Literacy Obtaining, Interpreting and Understanding Basic Health Information and Services and Using Such Information and Services in Ways that Enhance Health.</p>	<ul style="list-style-type: none"> ● Life and Career Skills ● Learning and Innovation Skills ● Information, Media, and Technology Skills ● Communication and Collaboration
Themes	Skills					
<p>Health Literacy Obtaining, Interpreting and Understanding Basic Health Information and Services and Using Such Information and Services in Ways that Enhance Health.</p>	<ul style="list-style-type: none"> ● Life and Career Skills ● Learning and Innovation Skills ● Information, Media, and Technology Skills ● Communication and Collaboration 					
<p>Resources/Materials</p>	<p>Google Classroom DiscoveryEducation.com Health.gov CDC.gov KidsHealth.org MedlinePlus.gov MayoClinic.org NationalInstituteofHealth.gov Teacher generated worksheets, study guides, and PowerPoints</p>					

Instructional Unit Map

Course Title: Health and Physical Education 7th Grade

Unit Title	Cardio-Respiratory System		Start Date:	2nd health cycle
Unit Title			Length of Unit:	15 days
<p>Content Standards <i>What do we want them to know, understand, & do?</i></p>	<p>2.1.8.PGD.1: Explain how appropriate health care can promote personal health.</p> <p>2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.</p> <p>2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.</p> <p>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</p> <p>2.2.8.LF.7 Evaluate personal attributes as they relate to career options in physical activity and health professions.</p> <p>2.3.8.ATD.3 Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding</p>	<p>Learning Goals</p>	<p><i>Students will be able to memorize the major structures and functions of the cardio-respiratory system</i></p> <p>Students will be able to discuss and identify risk factors, behaviors and specifically the negative consequences of tobacco and drugs on the cardiorespiratory system</p> <p>Students will be able to understand risk factors and disease that impact the cardiorespiratory system</p> <p>Students will be able to Identify ways to improve and maintain cardiorespiratory health</p>	

	<p>alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.</p> <p>2.3.8.HCDM.2 Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.</p> <p>2.3.8.HCDM.7 Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.</p>		
Essential Questions	<p><i>What are the structures and functions of the cardio-respiratory system?</i></p> <p><i>What are major diseases that affect cardio-respiratory health?</i></p> <p><i>How does vaping, tobacco, drugs and other risk factors affect the cardio-respiratory system?</i></p> <p><i>How can you improve and maintain your cardio-respiratory health?</i></p> <p><i>What role does nutrition and exercise have in cardio-respiratory health?</i></p>		
Assessments	<div style="display: flex; justify-content: space-around;"> Formative Summative Alternative </div>		
<p><i>How will we know they have gained the knowledge & skills?</i></p>	<ul style="list-style-type: none"> ● Quizzes ● Journal entries ● Class discussions ● Short reflections 	<ul style="list-style-type: none"> ● Unit test 	<ul style="list-style-type: none"> ● Test retakes ● Discussions ● Writing samples
<p>Unit Pre-Assessment(s)</p> <p><i>What do they already know?</i></p>	<ul style="list-style-type: none"> ● Class Discussions ● Journal assignments 		

<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 ● Classroom buddy ● Highlight key directions and 	<ul style="list-style-type: none"> ● Additional time ● Vary test formats ● Read assessments aloud ● Organizers ● Visual charts ● Preferential seating ● Small group instruction ● Single step directions ● Shortened 	<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

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<p>Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express</i></p>	<p>Access (Resources and/or Process)</p>		<p>Expression (Products and/or Performance)</p>	
	<ul style="list-style-type: none"> • Graphic Organizers • Mini-Lessons • Online Study Guides (Google Classroom) • Check-Lists • Goal Lists • Weekly Conference • Note taking 	<ul style="list-style-type: none"> • Choice of learning stations • Small group presentation • Tiered lessons • Powerpoint presentations • Journal entries 		

<i>understanding)</i>	<ul style="list-style-type: none"> ● Reference Materials (Google Classroom) ● Study Buddy/Partners 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier II: Utilize, apply, disease, conditions, health, wellness, systems, structures, functions, attributes, consequences, considerations, inhalations, exercise, stress, lifestyle, risk, behavior, medicine, promote Tier III: Cancer, Emphysema, COPD, Cardiovascular, Respirations, Lungs, Heart, BPM, blood vessels, arteries, veins, capillaries, atrium, ventricles, valve, superior vena cava, inferior vena cava, tobacco, vaping, juel, drugs, sedentary, circulation	
Integration of Technology SAMR	<ul style="list-style-type: none"> ● S & A & M: Google Docs is used for note taking, project work, and for material reference. ● A: Students will take assessments on Google Forms ● S: Students will view Youtube videos as a visual and hands-on tool ● S: Students will write journal entries on Google Docs ● S: Students will use Google Slides to create presentations 	
Interdisciplinary Connections NJ Student Learning Standards	ELA: RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task,	

	<p>purpose, and audience.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>					
<p>21st Century Themes/Skills P21 Framework</p>	<table border="1"> <thead> <tr> <th data-bbox="470 675 1234 748">Themes</th> <th data-bbox="1234 675 1934 748">Skills</th> </tr> </thead> <tbody> <tr> <td data-bbox="470 748 1234 943"> <p>Health Literacy Obtaining, Interpreting and Understanding Basic Health Information and Services and Using Such Information and Services in Ways that Enhance Health.</p> </td> <td data-bbox="1234 748 1934 943"> <ul style="list-style-type: none"> ● Life and Career Skills ● Learning and Innovation Skills ● Information, Media, and Technology Skills ● Communication and Collaboration </td> </tr> </tbody> </table>		Themes	Skills	<p>Health Literacy Obtaining, Interpreting and Understanding Basic Health Information and Services and Using Such Information and Services in Ways that Enhance Health.</p>	<ul style="list-style-type: none"> ● Life and Career Skills ● Learning and Innovation Skills ● Information, Media, and Technology Skills ● Communication and Collaboration
Themes	Skills					
<p>Health Literacy Obtaining, Interpreting and Understanding Basic Health Information and Services and Using Such Information and Services in Ways that Enhance Health.</p>	<ul style="list-style-type: none"> ● Life and Career Skills ● Learning and Innovation Skills ● Information, Media, and Technology Skills ● Communication and Collaboration 					
<p>Resources/Materials</p>	<p>Google Classroom DiscoveryEducation.com Health.gov CDC.gov KidsHealth.org MedlinePlus.gov MayoClinic.org NationalInstituteofHealth.gov Teacher generated worksheets, study guides, and PowerPoints</p>					

Instructional Unit Map

Course Title: Health and Physical Education 7th Grade

Unit Title	Skeletal and Muscular system		Start Date:	3rd health cycle
			Length of Unit:	15 days
Content Standards <i>What do we want them to know, understand, & do?</i>	<p>2.2.8.N.4 Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balanced nutrition).</p> <p>2.1.8.PGD.1: Explain how appropriate health care can promote personal health.</p> <p>2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.</p> <p>2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.</p> <p>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</p> <p>2.3.8.ATD.3 Determine the factors that contribute to different rules,</p>	Learning Goals	<p><i>Students will be able to memorize the major structures and functions of the muscular and skeletal system</i></p> <p>Students will be able to understand how the Skeletal & Muscular System works</p> <p>Students will be able to understand risk factors and disease that impact the Skeletal & Muscular system</p> <p>Students will be able to understand body composition and use evidence to predict health status.</p>	

	<p>laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.</p> <p>2.3.8.HCDM.2 Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.</p> <p>2.3.8.HCDM.7 Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.</p>						
<p>Essential Questions</p>	<p><i>What are the structures and functions of the muscular and skeletal system?</i></p> <p><i>What are major diseases that affect muscular and skeletal health?</i></p> <p><i>How do drugs such as anabolic steroids affect the muscular and skeletal system?</i></p> <p><i>How can you improve and maintain your muscular and skeletal health?</i></p> <p><i>How does exercise affect the muscular and skeletal system?</i></p>						
<p>Assessments</p> <p><i>How will we know they have gained the knowledge & skills?</i></p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="width: 33%;">Formative</th> <th style="width: 33%;">Summative</th> <th style="width: 33%;">Alternative</th> </tr> </table>				Formative	Summative	Alternative
Formative	Summative	Alternative					
<ul style="list-style-type: none"> ● Quizzes ● Journal entries ● Class discussions ● Short reflections 		<ul style="list-style-type: none"> ● Unit test 		<ul style="list-style-type: none"> ● Test retakes ● Discussions ● Writing samples 			

Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> ● Class Discussions ● Journal assignments 			
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 ● Clarified instruction ● Read assessments aloud ● Use native language for key terms, directions when possible and when needed ● Additional time ● Provide study guides 	<ul style="list-style-type: none"> ● Additional time ● Vary test formats ● Read assessments aloud ● Organizers ● Visual charts ● Preferential seating 	<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 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"> • Small group instruction • Single step directions • Shortened assignments/ assessments • Allow for test retakes • Vary test formats • Provide study guides • Oral directions • Class agenda • Word wall • Provide examples • Test retakes • Small group instruction • Learning stations • Project choices 		
Differentiated Instructional Methods:	Access (Resources and/or Process)		Expression (Products and/or Performance)	

<p><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 ● Reference Materials (Google Classroom) ● Study Buddy/Partners 	<ul style="list-style-type: none"> ● Choice of learning stations ● Small group presentation ● Tiered lessons ● Powerpoint presentations ● Journal entries
<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier II: Utilize, apply, disease, conditions, health, wellness, systems, structures, functions, attributes, consequences, considerations, exercise, stress, lifestyle, risk, behavior, medicine, promote, density, weight bearing, fibers, brittle, athletics, flexibility,</p> <p>Tier III: Bones, skull, joints, femur, tibia, fibula, tarsals, metatarsals, phalanges, joints, ball and socket, hinge, saddle, gliding, muscle, protein, atrophy, calcium, bone marrow, vertebrae, humorous, long bones, pelvis,</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>	
21 st Century Themes/Skills P21 Framework	<div style="display: flex; justify-content: space-around;"> Themes Skills </div>	
	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	<p>Google Classroom</p> <p>DiscoveryEducation.com</p> <p>Health.gov</p>	

	<p>CDC.gov KidsHealth.org MedlinePlus.gov MayoClinic.org NationalInstituteofHealth.gov Teacher generated worksheets, study guides, and PowerPoints</p>
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Instructional Unit Map							
Course Title: Health and Physical Education 7th Grade							
Unit Title	Immune system and Stress Management		<table border="1"> <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>2.1.8.EH.1 Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).</p> <p>2.1.8.EH.2 Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.</p> <p>2.1.8.CHSS.1 Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual</p>	Learning Goals	<p>Students will be able to understand how the Immune System works</p> <p>Students will be able to understand stress management and how to utilize it.</p> <p>Students will be able to understand risk factors and disease that impact the Immune system</p> <p>Students will be able to understand the impact of Stress Management on decision making and disease</p>				

	<p>health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).</p> <p>2.1.8.CHSS.8 Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.</p> <p>2.2.8.PF.5 Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.</p> <p>2.2.8.LF7 Evaluate personal attributes as they relate to career options in physical activity and health professions.</p> <p>2.3.8.HCDM.6 Explain how the immune system fights disease.</p> <p>2.3.8.HCDM.7 Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.</p> <p>2.3.8.ATD.1 Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their</p>		
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	<p>lives and the lives of family members socially, emotionally, and physically</p> <p>2.3.8.ATD.3 Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.</p> <p>2.3.8.ATD.5 Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.</p> <p>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</p>					
<p>Essential Questions</p>	<p><i>What are the structures and functions of the immune system?</i></p> <p><i>What are major diseases that are caused by stress?</i></p> <p><i>Which stress management techniques work for you?</i></p> <p><i>How can stress management positively affect your health?</i></p> <p><i>How does stress affect psychological health?</i></p>					
<p>Assessments</p> <p><i>How will we know they have gained the knowledge & skills?</i></p>	<table border="1" style="width: 100%; background-color: black; color: white;"> <thead> <tr> <th style="text-align: center;">Formative</th> <th style="text-align: center;">Summative</th> <th style="text-align: center;">Alternative</th> </tr> </thead> </table>			Formative	Summative	Alternative
Formative	Summative	Alternative				
	<ul style="list-style-type: none"> ● Quizzes ● Journal entries ● Class discussions 	<ul style="list-style-type: none"> ● Unit test 	<ul style="list-style-type: none"> ● Test retakes ● Discussions ● Writing samples 			

	<ul style="list-style-type: none"> • Short reflections 		
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> • Class Discussions • Journal assignments 		
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
	<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 	<ul style="list-style-type: none"> • Additional time • Vary test formats • Read assessments aloud • Organizers • Visual charts • Preferential 	<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

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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 ● Reference Materials (Google Classroom) ● Study Buddy/Partners 	<ul style="list-style-type: none"> ● Choice of learning stations ● Small group presentation ● Tiered lessons ● Powerpoint presentations ● Journal entries
<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier II: Utilize, apply, disease, conditions, health, wellness, systems, structures, functions, attributes, consequences, considerations, exercise, stress, lifestyle, risk, behavior, medicine, promote, management, techniques, develop, promote, strategies, short term, long term, outcomes, reaction, resiliency, regulation</p> <p>Tier III: white blood cells, antibodies, complement system, lymphatic system, spleen, thymus, bone marrow, psychological, trauma, stress, anxiety, depression,</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 	
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21 st Century Themes/Skills P21 Framework	Themes Skills	
	Health Literacy Obtaining, Interpreting and Understanding Basic Health Information and Services and Using Such Information and Services in Ways that Enhance Health.	<ul style="list-style-type: none"> ● Life and Career Skills ● Learning and Innovation Skills ● Information, Media, and Technology Skills ● Communication and Collaboration
Resources/Materials	Google Classroom DiscoveryEducation.com Health.gov	

	<p>CDC.gov KidsHealth.org MedlinePlus.gov MayoClinic.org NationalInstituteofHealth.gov Teacher generated worksheets, study guides, and PowerPoints</p>
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Instructional Unit Map			
Course Title: Health and Physical Education 7th Grade			
Unit Title	Team Sports	Start Date:	Start date of School
Content Standards <i>What do we want them to know, understand, & do?</i>	2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical	Length of Unit:	35 days
	Learning Goals	<p>Students will be able to apply skills from each sport to sport activities</p> <p>Students will be able to demonstrate control over movement and skills in interactive environment</p> <p>Students will be able to understand tactical strategies of offense and defense</p> <p>Students will be able to understand rules and scoring of each sport</p> <p>Students will be able to self assess and peer assess movement and strategies in applied settings</p>	

	<p>activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).</p> <p>2.2.8.MSC.4 Analyze, and correct movements and apply to refine movement skills.</p> <p>2.2.8.MSC.5 Small groups and large teams during physical activities and games.</p> <p>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. •</p> <p>2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others</p> <p>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</p> <p>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p> <p>0+</p>		<p>Students will be able to understand practical ways to demonstrate emotions during a game setting Involve everyone of ability level in a game</p> <p>Students will be able to explore by leading self and others to experience and participate in different culture's sports</p>
<p>Essential Questions</p>	<p><i>How does change in force, movement and speed affect skill performance?</i></p> <p><i>How do you transfer skills from practice to sport activities?</i></p> <p><i>What are basic offensive and defensive strategies?</i></p> <p><i>What are the basic rules and scoring for this sport?</i></p> <p><i>What are positive and encouraging ways you can assess your teammates to help better the outcome?</i></p> <p><i>Can you break down (a specific sport skills) into easy steps to remember?</i></p> <p><i>What are appropriate ways to handle strong emotions during sports?</i></p>		

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

<p><i>(Modifications /Accommodations) – planned for prior to instruction</i></p>	<ul style="list-style-type: none"> ● Preferential seating ● Small group instruction ● Clarified instruction ● Read assessments aloud ● Use native language for key terms, directions when possible and when needed ● Additional time ● Provide study guides ● Single step directions ● Classroom buddy ● Highlight key directions and words ● Learning stations ● Simplify Language 	<ul style="list-style-type: none"> ● Additional time ● Vary test formats ● Read assessments aloud ● Organizers ● Visual charts ● Preferential seating ● Small group instruction ● Single step directions ● Shortened assignments/ assessments ● Allow for test retakes ● Vary test formats ● Provide study guides ● Oral directions ● Provide examples ● Test retakes ● Small group 	<ul style="list-style-type: none"> ● Additional time ● Review/repeat directions ● Provide examples ● Preferential seating ● Small group instruction ● Provide study guides ● Class agenda/planner ● Learning stations ● Project choices 	<ul style="list-style-type: none"> ● Flexible grouping ● Learning stations ● Project choices
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		instruction <ul style="list-style-type: none"> • 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)	
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Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier II: Utilize, apply, conditions, health, wellness, considerations, exercise, lifestyle, analyze, assess, peer, opportunity, advantage, performance, encouragement, Tier III: strategy, sports, skills, culture, teamwork, offense, defense, strategy, fitness, positions, offsides, foul, lifelong fitness, cooperative, forward, wing, midfield, bump, set, spike, sportsmanship, etiquette			
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</p> <p>NJ Student Learning Standards</p>	<p>ELA:</p> <p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Technology:</p> <p>8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. World Language</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s)</p> <p>Career Readiness Practices:</p> <p>9.1.8.FP.3: Explain how self-regulation is important to managing money</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p>					
<p>21st Century Themes/Skills</p> <p>P21 Framework</p>	<table border="1"> <thead> <tr> <th data-bbox="470 922 1234 995">Themes</th> <th data-bbox="1234 922 1934 995">Skills</th> </tr> </thead> <tbody> <tr> <td data-bbox="470 995 1234 1187"> <p>Health Literacy</p> <p>Obtaining, Interpreting and Understanding Basic Health Information and Services and Using Such Information and Services in Ways that Enhance Health.</p> </td> <td data-bbox="1234 995 1934 1187"> <ul style="list-style-type: none"> ● Life and Career Skills ● Learning and Innovation Skills ● Information, Media, and Technology Skills ● Communication and Collaboration </td> </tr> </tbody> </table>		Themes	Skills	<p>Health Literacy</p> <p>Obtaining, Interpreting and Understanding Basic Health Information and Services and Using Such Information and Services in Ways that Enhance Health.</p>	<ul style="list-style-type: none"> ● Life and Career Skills ● Learning and Innovation Skills ● Information, Media, and Technology Skills ● Communication and Collaboration
Themes	Skills					
<p>Health Literacy</p> <p>Obtaining, Interpreting and Understanding Basic Health Information and Services and Using Such Information and Services in Ways that Enhance Health.</p>	<ul style="list-style-type: none"> ● Life and Career Skills ● Learning and Innovation Skills ● Information, Media, and Technology Skills ● Communication and Collaboration 					
<p>Resources/Materials</p>	<p>Google Classroom</p> <p>YouTube</p> <p>Teacher generated worksheets, study guides, and PowerPoints</p>					

Instructional Unit Map

Course Title: Health and Physical Education 7th Grade

Unit Title	Individual/Dual Lifetime Sports		Start Date:	Start date of School
			Length of Unit:	23 days
Content Standards <i>What do we want them to know, understand, & do?</i>	2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). 2.2.8.MSC.4 Analyze, and correct movements and apply to refine movement skills. 2.2.8.MSC.5 Small groups and large teams during physical activities and games.	Learning Goals	Students will be able to apply skills from each sport to sport activities Students will be able to demonstrate control over movement and skills in interactive environment Students will be able to understand tactical strategies of offense and defense Students will be able to understand rules and scoring of each sport Students will be able to self assess and peer assess movement and strategies in applied settings Students will be able to understand how individual and dual sports are sports they can participate in for a lifetime Students will be able to develop and build an effective movement and physical fitness vocabulary for self, peers, family members that can enhance wellness	

	<p>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. •</p> <p>2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others</p> <p>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</p> <p>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p> <p>0+</p>											
<p>Essential Questions</p>	<p><i>How do Individual and dual sports encourage lifetime fitness?</i></p> <p><i>Why is lifetime fitness important?</i></p> <p><i>How does change in force, movement and speed affect skill performance?</i></p> <p><i>How do you transfer skills from practice to sport activities?</i></p> <p><i>What are basic offensive and defensive strategies?</i></p> <p><i>What are the basic rules and scoring for this sport?</i></p> <p><i>What are positive and encouraging ways you can assess your teammates to help better the outcome?</i></p> <p><i>Can you break down (a specific sport skills) into easy steps to remember?</i></p> <p><i>What are appropriate ways to handle strong emotions during sports?</i></p> <p><i>What parts of the body do you need to increase flexibility, strengthen and warm-up for this sport?</i></p>											
<p>Assessments</p> <p><i>How will we know they have gained the knowledge & skills?</i></p>	<table border="1"> <thead> <tr> <th data-bbox="470 1175 995 1263">Formative</th> <th data-bbox="995 1175 1520 1263">Summative</th> <th data-bbox="1520 1175 1940 1263">Alternative</th> </tr> </thead> <tbody> <tr> <td data-bbox="470 1263 995 1370"> <ul style="list-style-type: none"> • Class Discussion </td> <td data-bbox="995 1263 1520 1370"> <ul style="list-style-type: none"> • Test and Quizzes • Skill Test </td> <td data-bbox="1520 1263 1940 1370"> <ul style="list-style-type: none"> • Verbal Tests • Participation </td> </tr> </tbody> </table>			Formative	Summative	Alternative	<ul style="list-style-type: none"> • Class Discussion 	<ul style="list-style-type: none"> • Test and Quizzes • Skill Test 	<ul style="list-style-type: none"> • Verbal Tests • Participation 			
Formative	Summative	Alternative										
<ul style="list-style-type: none"> • Class Discussion 	<ul style="list-style-type: none"> • Test and Quizzes • Skill Test 	<ul style="list-style-type: none"> • Verbal Tests • Participation 										

	<ul style="list-style-type: none"> ● Checking for Understanding ● Performance 	<ul style="list-style-type: none"> ● Participation/Preparation 		
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> ● Pre-Assessment ● Teacher generated warm ups ● Class discussion 			
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Modeling ● Cooperative Grouping ● Guided Practice ● Mini-Lessons ● Learning Stations ● Study guides (Google Classroom) ● Reflection ● Cooperative Learning ● Skill Development Drills ● Activity Games ● Class Discussions ● Teacher questions and answer 			
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	<ul style="list-style-type: none"> ● Preferential seating ● Small group instruction ● Clarified instruction ● Read assessments aloud ● Use native language for key 	<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 ● Preferential seating ● Small group instruction 	<ul style="list-style-type: none"> ● Flexible grouping ● Learning stations ● Project choices

	<p>terms, directions when possible and when needed</p> <ul style="list-style-type: none"> • Additional time • Provide study guides • Single step directions • Classroom buddy • Highlight key directions and words • Learning stations • Simplify Language 	<p>aloud</p> <ul style="list-style-type: none"> • Organizers • Visual charts • Preferential seating • Small group instruction • Single step directions • Shortened assignments/ assessments • Allow for test retakes • Vary test formats • Provide study guides • Oral directions • Provide examples • Test retakes • Small group instruction • Learning stations • Project choices 	<ul style="list-style-type: none"> • Provide study guides • Class agenda/planner • Learning 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)
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<p>Tier II: Utilize, apply, conditions, health, wellness, considerations, exercise, lifestyle, analyze, assess, peer, opportunity, advantage, performance, encouragement,</p> <p>Tier III: strategy, sports, skills, culture, teamwork, offense, defense, strategy, fitness, positions, offsides, foul, lifelong fitness, cooperative, sportsmanship, etiquette, individual and dual sports.</p>	
Integration of Technology SAMR	<ul style="list-style-type: none"> ● S & A & M: Google Docs is used for note taking, project work, and for material reference. ● A: Students will take assessments on Google Forms ● S: Students will view Youtube videos as a visual and hands-on tool ● S: Students will write journal entries on Google Docs ● S: Students will use Google Slides to create presentations 	
Interdisciplinary Connections NJ Student Learning Standards	<p>ELA:</p> <p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	

	<p>Technology: 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. World Language 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s)</p> <p>Career Readiness Practices: 9.1.8.FP.3: Explain how self-regulation is important to managing money CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation.</p>	
21 st Century Themes/Skills P21 Framework	Themes	
	<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>Skills</p> <ul style="list-style-type: none"> ● Life and Career Skills ● Learning and Innovation Skills ● Information, Media, and Technology Skills ● Communication and Collaboration
Resources/Materials	<p>Google Classroom YouTube Teacher generated worksheets, study guides, and PowerPoints</p>	

Instructional Unit Map			
Course Title: Health and Physical Education 7th Grade			
Unit Title	Rec games/Lifetime Activities	Start Date:	Start day of School
	Lawn games (rotation)	Length of Unit:	30 days

<p>Content Standards <i>What do we want them to know, understand, & do?</i></p>	<p>2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). 2.2.8.MSC.4 Analyze, and correct movements and apply to refine movement skills. 2.2.8.MSC.5 Small groups and large teams during physical activities and games. 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. • 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others</p>	<p>Learning Goals</p>	<p>Students will be able to apply appropriate skills and movement to recreational games and sports</p> <p>Students will be able to demonstrate control over movement and skills in interactive environment</p> <p>Students will be able to understand rules and scoring of each sport</p> <p>Students will be able to self assess and peer assess movement and strategies in applied settings</p> <p>Students will be able to understand how recreational activities and sports are lifetime activities</p> <p>Students will be able to understand the importance of how people in their community can access organized recreational activities and sports</p> <p>Students will be able to develop and build an effective movement and physical fitness vocabulary for self, peers, family members that can enhance wellness</p>
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	<p>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</p> <p>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p> <p>0+</p>		
Essential Questions	<p><i>How do recreational activities and lawn games apply to lifelong fitness?</i></p> <p><i>Why is lifetime fitness important?</i></p> <p><i>How does change in force, movement and speed affect skill performance?</i></p> <p><i>What sport skills can be applied to this activity?</i></p> <p><i>What are basic offensive and defensive strategies?</i></p> <p><i>What are the basic rules and scoring for this sport?</i></p> <p><i>What are ways you can access community resources to participate in these activities, or how can you easily set this activity up at home?</i></p> <p><i>What are appropriate ways to handle strong emotions during sports?</i></p> <p><i>What parts of the body do you need to increase flexibility, strengthen and warm-up for this sport?</i></p>		
Assessments	<div style="display: flex; justify-content: space-around;"> Formative Summative Alternative </div>		
<i>How will we know they have gained the knowledge & skills?</i>	<ul style="list-style-type: none"> ● Quizzes ● Journal entries ● Class discussions ● Short reflections 	<ul style="list-style-type: none"> ● Unit test 	<ul style="list-style-type: none"> ● Test retakes ● Nutrition Project ● Discussions ● Writing samples
Unit Pre-Assessment(s) <i>What do they</i>	<ul style="list-style-type: none"> ● Class Discussions ● Journal assignments 		

<i>already know?</i>				
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>) – <i>planned for prior to instruction</i>	<div style="display: flex; justify-content: space-between;"> English Language Learners Special Education Learners Struggling Learners Advanced Learners </div>			
	<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 ● Single step 	<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 ● 	<p>directions</p> <ul style="list-style-type: none"> ● Shortened assignments/assessments ● Allow for test retakes ● Vary test formats ● Provide study guides ● Oral directions ● Class agenda ● Word wall ● Provide examples ● Test retakes ● Small group instruction ● Learning stations ● Project choices 		
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple</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 		<ul style="list-style-type: none"> ● Choice of learning stations ● Small group presentation ● Tiered lessons ● Powerpoint presentations ● Journal entries 	

<p><i>modes for student to express understanding)</i></p>	<ul style="list-style-type: none"> ● Weekly Conference ● Note taking ● Reference Materials (Google Classroom) ● Study Buddy/Partners 	
<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier II: Utilize, apply, conditions, health, wellness, considerations, exercise, lifestyle, analyze, assess, peer, opportunity, advantage, performance, encouragement,</p> <p>Tier III: strategy, sports, skills, culture, teamwork, offense, defense, strategy, fitness, positions, offsides, foul, lifelong fitness, cooperative, sportsmanship, etiquette, lawn games, recreational activities.</p>	
<p>Integration of Technology SAMR</p>	<ul style="list-style-type: none"> ● S & A & M: Google Docs is used for note taking, project work, and for material reference. ● A: Students will take assessments on Google Forms ● S: Students will view Youtube videos as a visual and hands-on tool ● S: Students will write journal entries on Google Docs ● S: Students will use Google Slides to create presentations 	
<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>ELA:</p> <p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Technology:</p> <p>8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. World Language</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s)</p>	

	Career Readiness Practices: 9.1.8.FP.3: Explain how self-regulation is important to managing money CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation.	
21 st Century Themes/Skills P21 Framework	Themes Skills	
	Health Literacy Obtaining, Interpreting and Understanding Basic Health Information and Services and Using Such Information and Services in Ways that Enhance Health.	<ul style="list-style-type: none"> ● Life and Career Skills ● Learning and Innovation Skills ● Information, Media, and Technology Skills ● Communication and Collaboration
Resources/Materials	Google Classroom YouTube Teacher generated worksheets, study guides, and PowerPoints	

Instructional Unit Map			
Course Title: Health and Physical Education 7th Grade			
Unit Title	Cooperative Games/Activities	Start Date:	Start of School
		Length of Unit:	5 days
Content Standards <i>What do we want them to know, understand, & do?</i>	2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational	Learning Goals	Students will be able to understand practical ways to demonstrate emotions during a game setting Students will be able to understand practical ways to demonstrate emotions during a game setting

	<p>activities). 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</p> <p>2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).</p> <p>2.2.8.MSC.4 Analyze, and correct movements and apply to refine movement skills.</p> <p>2.2.8.MSC.5 Small groups and large teams during physical activities and games.</p> <p>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. •</p> <p>2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others</p> <p>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</p> <p>2.2.8.PF.2: Recognize and involve</p>		<p>Students will be able to analyze and correct movements and apply to refine movement skills</p> <p>Students will be able to understand the impact of sportsmanship on player’s behavior in small groups and large teams during games.</p> <p>Students will be able to demonstrate cooperative strategies in a variety of settings.</p> <p>Students will be able to recognize and involve everyone in the activity</p>
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	others of all ability levels into a physical activity. 0+		
Essential Questions	<p><i>How does change in force, movement and speed affect skill performance?</i></p> <p><i>What sport skills can be applied to this activity?</i></p> <p><i>What are basic cooperative strategies?</i></p> <p><i>What are the basic rules and scoring for this sport?</i></p> <p><i>What are ways you can access community resources to participate in these activities, or how can you easily set this activity up at home?</i></p> <p><i>What are appropriate ways to handle strong emotions during sports?</i></p> <p><i>What parts of the body do you need to increase flexibility, strengthen and warm-up for this sport?</i></p>		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative Summative Alternative		
	<ul style="list-style-type: none"> ● Quizzes ● Journal entries ● Class discussions ● Short reflections 	<ul style="list-style-type: none"> ● Unit test 	<ul style="list-style-type: none"> ● Test retakes ● Nutrition Project ● Discussions ● Writing samples
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> ● Class Discussions ● Journal assignments 		
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Organizers ● Modeling ● Cooperative Grouping ● Journaling ● Guided Practice ● Mini-Lessons 		

	<ul style="list-style-type: none"> ● 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 ● 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 	<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"> ● Provide study guides ● Oral directions ● Class agenda ● 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)	
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Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier II: Utilize, apply, disease, conditions, health, wellness, systems, structures, functions, attributes, consequences, considerations, exercise, cooperation, diversity Tier III: strategy, sports, skills, culture, teamwork, offense, defense, strategy, fitness, positions, offsides, foul, lifelong			

	fitness, cooperative, sportsmanship, etiquette, lawn games, recreational activities.
Integration of Technology SAMR	<ul style="list-style-type: none"> ● S & A & M: Google Docs is used for note taking, project work, and for material reference. ● A: Students will take assessments on Google Forms ● S: Students will view Youtube videos as a visual and hands-on tool ● S: Students will write journal entries on Google Docs ● S: Students will use Google Slides to create presentations
Interdisciplinary Connections NJ Student Learning Standards	<p>ELA:</p> <p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Technology:</p> <p>8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. World Language</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s)</p> <p>Career Readiness Practices:</p> <p>9.1.8.FP.3: Explain how self-regulation is important to managing money</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p>
21 st Century Themes/Skills P21 Framework	<p style="text-align: center;">Themes</p> <p style="text-align: right;">Skills</p>

	Health Literacy Obtaining, Interpreting and Understanding Basic Health Information and Services and Using Such Information and Services in Ways that Enhance Health.	<ul style="list-style-type: none"> ● Life and Career Skills ● Learning and Innovation Skills ● Information, Media, and Technology Skills ● Communication and Collaboration
Resources/Materials	Google Classroom YouTube Teacher generated worksheets, study guides, and PowerPoints	

Instructional Unit Map

Course Title: Health and Physical Education 7th Grade

Unit Title	Fitness		Start Date:	Start date of school
	Cardio/Aerobics Power/Strength Flexibility/Balance Coordination/Agility		Length of Unit:	16 days
Content Standards <i>What do we want them to know,</i>	2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health. 2.2.8.MSC.1: Explain and	Learning Goals	Students will be able to demonstrate planned movement sequences individually and with others based on physical activities	

<p><i>understand, & do?</i></p>	<p>demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</p> <p>2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).</p> <p>2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.</p> <p>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</p> <p>2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.</p>		<p>Students will be able to understand practical ways to demonstrate emotions during a game setting</p> <p>Students will be able to understand practical ways to demonstrate emotions during a game setting</p> <p>Students will be able to analyze and correct movements and apply to refine movement skills</p> <p>Students will be able to understand the impact of sportsmanship on player’s behavior in small groups and large teams during games.</p> <p>Students will be able to demonstrate cooperative strategies in a variety of settings.</p> <p>Students will be able to recognize and involve everyone in the activity</p>
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	<p>2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.</p> <p>2.2.8.LF.2: Explain the importance of assuming respon</p> <p>2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities</p> <p>0+</p>						
<p>Essential Questions</p>	<p><i>How does fitness promote lifetime wellness and activity?</i></p> <p><i>Why is fitness so important?</i></p> <p><i>What are some goals you can set to improve your physical fitness?</i></p> <p><i>How do you safely perform each exercise?</i></p>						
<p>Assessments</p> <p><i>How will we know they have gained the knowledge & skills?</i></p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="width: 33%;">Formative</th> <th style="width: 33%;">Summative</th> <th style="width: 33%;">Alternative</th> </tr> </table>				Formative	Summative	Alternative
Formative	Summative	Alternative					
	<ul style="list-style-type: none"> ● Quizzes ● Journal entries ● Class discussions ● Short reflections 	<ul style="list-style-type: none"> ● Unit test 	<ul style="list-style-type: none"> ● Test retakes ● Nutrition Project ● Discussions ● Writing samples 				
<p>Unit Pre-Assessment(s)</p> <p><i>What do they already know?</i></p>	<ul style="list-style-type: none"> ● Class Discussions ● Journal assignments 						

<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 ● Classroom buddy ● Highlight key directions and 	<ul style="list-style-type: none"> ● Additional time ● Vary test formats ● Read assessments aloud ● Organizers ● Visual charts ● Preferential seating ● Small group instruction ● Single step directions ● Shortened 	<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

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

<i>understanding)</i>	<ul style="list-style-type: none"> ● Reference Materials (Google Classroom) ● Study Buddy/Partners 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier II: Utilize, apply, disease, conditions, health, wellness, systems, structures, functions, attributes, consequences, considerations, exercise Tier III: Cardiovascular, aerobics, power, strength, flexibility, balance, coordination, agility, fitness, lifetime fitness, muscles, bones, joints, ligaments	
Integration of Technology SAMR	<ul style="list-style-type: none"> ● S & A & M: Google Docs is used for note taking, project work, and for material reference. ● A: Students will take assessments on Google Forms ● S: Students will view Youtube videos as a visual and hands-on tool ● S: Students will write journal entries on Google Docs ● S: Students will use Google Slides to create presentations 	
Interdisciplinary Connections NJ Student Learning Standards	<p>ELA:</p> <p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Technology:</p> <p>8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. World Language</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s)</p> <p>Career Readiness Practices:</p> <p>9.1.8.FP.3: Explain how self-regulation is important to managing money</p>	

	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation.	
21 st Century Themes/Skills P21 Framework	Themes	Skills
	Health Literacy Obtaining, Interpreting and Understanding Basic Health Information and Services and Using Such Information and Services in Ways that Enhance Health.	<ul style="list-style-type: none"> ● Life and Career Skills ● Learning and Innovation Skills ● Information, Media, and Technology Skills ● Communication and Collaboration
Resources/Materials	Google Classroom YouTube Teacher generated worksheets, study guides, and PowerPoints	

Instructional Unit Map			
Course Title: Health and Physical Education 7th Grade			
Unit Title	Rhythm/Dance	Start Date:	Start of School
		Length of Unit:	5 days
Content Standards <i>What do we want them to know, understand, & do?</i>	2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). 2.2.8.MSC.2: Demonstrate control of motion in	Learning Goals	Students will be able to demonstrate the transition of movement skills from isolated settings to dance Students will be able to demonstrate control of motion and force, flow, time and space in interactive dynamic environments.

	<p>relationship between force, flow, time, and space in interactive dynamic environments.</p> <p>2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).</p> <p>2.2.8.MSC.4 Analyze, and correct movements and apply to refine movement skills.</p> <p>2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</p> <p>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</p> <p>0+</p>		Students will be able to create and demonstrate planned movement sequences
Essential Questions	<p><i>What are the benefits of dance?</i></p> <p><i>How can learning group dances benefit your social health?</i></p> <p><i>Why is rhythm important to dance?</i></p> <p><i>What are the components of dance?</i></p>		
Assessments <i>How will we know</i>	<p style="text-align: center;">Formative Summative Alternative</p>		

<p><i>they have gained the knowledge & skills?</i></p>	<ul style="list-style-type: none"> ● Quizzes ● Journal entries ● Class discussions ● Short reflections 	<ul style="list-style-type: none"> ● Unit test 	<ul style="list-style-type: none"> ● Test retakes ● Nutrition Project ● Discussions ● Writing samples 	
<p>Unit Pre-Assessment(s) <i>What do they already know?</i></p>	<ul style="list-style-type: none"> ● Class Discussions ● Journal assignments 			
<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 	<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 ● Preferential seating 	<ul style="list-style-type: none"> ● Tiered assignments ● Independent study ● Flexible grouping

	<ul style="list-style-type: none"> ● 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"> ● 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 stations ● Project 	<ul style="list-style-type: none"> ● Small group instruction ● Provide study guides ● Class agenda/planner ● Learning stations ● Project choices 	<ul style="list-style-type: none"> ● Learning stations ● Project choices
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Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<p>Tier II: Utilize, apply, cooperation, create, choreography</p> <p>Tier III: Rhythm, beat, synchronize, dance, flexibility, musicality, tempo</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 		
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