

Physical Education & Health

CURRICULUM GUIDE

2019-2020

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SCHOOL PHILOSOPHY:

In Academy Charter High School, we recognize that each student is unique and that the purpose of education is to enable every student to acquire the learning skills necessary to compete in the global community. It is essential that we provide a rigorous, high-quality Language Arts curriculum that allows each student's talents and abilities to be developed to their full potential. The Academy Charter High School Board of Education believes that language is fundamental for all other learning. The Language Arts Curriculum allows children to explore the many facets that construct the richness of language and the many genres through which authors express ideas about the world with the ultimate goal of preparing students to read, write, speak and think critically.

PURPOSE AND VISION:

The Academy Charter High School K - 12 Physical Education Curriculum Guide is a sequential document based on National and State Physical Education Standards which focus on physical activities that develop and maintain good habits for health, wellness, and physical activity.

The K-12 Physical Education Curriculum is designed to enhance the abilities, and encourage the knowledge of students towards healthy lifestyle choices. It is based on a series of physical activities that encourage fitness and confidence while also developing critical thinking skills and problem solving skills. In addition to the physical aspects, Physical Education courses should also help students develop healthy lifestyle choices.

This guide is designed to meet the Revised New Jersey Core Curriculum Content Standards. The strands and cumulative progress indicators will serve as the focus for the course syllabus for the secondary level as well as, provide for the basis of which student proficiency is measured.

PE/Health Learning Targets

- Refines and monitors individual health related fitness goals, based on a variety of physical activities, fitness profiles, and nutritional guidelines
- Develops personal nutrition goals based on national dietary guidelines and individual needs
- Applies knowledge and skills to personal activity patterns inside and outside of school settings

- Applies rules and safety procedures, practices sportsmanship, and participates in a variety of physical activities
- Meets age appropriate health related fitness criterion
- Monitors progress on individual health related fitness goals, based on fitness profiles, individual physical capabilities, and national guidelines in relation to work and leisure goals
- Monitors personal nutrition goals based on national dietary guidelines and individual needs
- Compares and contrasts the application of movement, fitness, and nutrition concepts to safe work practices and leisure activities.

Content Area	Physical Education and Health
Interdisciplinary Connections	The updated curriculum documents to reflect interdisciplinary connections. Activities, assessments and/or differentiation strategies were highlighted and coded the specific content area. (Interdisciplinary Connections)
Core Instructional Materials (including digital tools)	Specific supplemental instructional materials are located within each unit below. All students are also supplied with a Chromebook with internet access.
21st Century Themes and Skills	Students completing Physical Education and Health will develop the following 21st Century Skills and Themes: Themes: Global Awareness, Civic Literacy Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)
Career Readiness Practices and Standards	Students completing Physical Education and Health will develop the following Career Readiness Practices and Standards: CRP 8. Utilize critical thinking to make sure of problems and persevere in solving them. CRP 9. Model integrity, ethical leadership, and effective management. CRP 12. Work productively in teams while using cultural global competence.
8.1 Educational Technology 8.2 Technology Education, Engineering, Design, and Computational	Upon completion of Physical Education and Health, students will have developed the following NJSL Standards: 8.1.12.F.1: Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs. 8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

Thinking – Programming	
New Jersey Student Learning Standards (NJSLS)	2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. A. Personal Growth and Development By the end of grade 12: Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly. 2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness. 2.1.12.A.2 Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness. B. Nutrition By the end of grade 12: Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness. 2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance. 2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries. 2.1.12.B.3 Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one’s health. C. Diseases and Health Conditions By the end of grade 12: Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions. 2.1.12.C.1 Determine diseases and health conditions that may occur during one’s lifespan and identify prevention and treatment strategies. 2.1.12.C.2 Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions. 2.1.12.C.3 Determine the emotional, social, and financial impact of mental illness on the family, community, and state. 2.1.12.C.4 Relate advances in medicine and technology to the diagnosis and treatment of mental illness. D. Safety By the end of grade 12: Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.

	2.1.12.D.1 Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies. 2.1.12.D.2 Explain ways to protect against abuse and all forms of assault and what to do if assaulted. 2.1.12.D.3 Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes. 2.1.12.D.4 Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors. 2.1.12.D.5 Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices). By the end of grade 12: Applying first-aid procedures can minimize injury and save lives. 2.1.12.D.6 Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies. E. Social and Emotional Health By the end of grade 12: Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict. 2.1.12.E.1 Predict the short- and long-term consequences of unresolved conflicts. 2.1.12.E.2 Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis By the end of grade 12: Stress management skills impact an individual’s ability to cope with different types of emotional situations. 2.1.12.E.3 Examine how a family might cope with crisis or change and suggest ways to restore family balance and function. 2.1.12.E.4 Develop a personal stress management plan to improve/maintain wellness. 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. A. Interpersonal Communication By the end of grade 12: Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture. 2.2.12.A.1 Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others. By the end of grade 12: Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts. 2.2.12.A.2 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
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	By the end of grade 12: Technology increases the capacity of individuals to communicate in multiple and diverse ways. 2.2.12.A.3 Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle. B. Decision-Making and Goal Setting By the end of grade 12: Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime. 2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others. 2.2.12.B.2 Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers. C. Character Development By the end of grade 12: Individual and/or group pressure to be successful in competitive activities can result in a positive or negative impact. 2.2.12.C.1 Analyze the impact of competition on personal character development. By the end of grade 12: Core ethical values impact behaviors that influence the health and safety of people everywhere. 2.2.12.C.2 Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community. 2.2.12.C.3 Analyze current issues facing the disability community and make recommendations to address those issues. D. Advocacy and Service By the end of grade 12: Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue. 2.2.12.D.1 Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation. E. Health Services and Information By the end of grade 12: Potential solutions to health issues are dependent on health literacy and available resources. 2.2.12.E.1 Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation By the end of grade 12: Affordability and accessibility of healthcare impacts the prevention, early detection, and treatment of health problems. 2.2.12.E.2 Determine the effect of accessibility and affordability of healthcare on family, community, and global
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health.

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

A. Medicines

By the end of grade 12: Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.

2.3.12.A.1 Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.

2.3.12.A.2 Summarize the criteria for evaluating the effectiveness of a medicine.

2.3.12.A.3 Relate personal abuse of prescription and over-the-counter medicines to wellness.

B. Alcohol, Tobacco, and Other Drugs

By the end of grade 12: There are immediate and long-term consequences of risky behavior associated with substance abuse.

2.3.12.B.1 Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.

2.3.12.B.2 Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.

2.3.12.B.3 Correlate increased alcohol use with challenges that may occur at various life stages.

2.3.12.B.4 Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.

2.3.12.B.5 Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.

C. Dependency/Addiction and Treatment

By the end of grade 12: The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.

2.3.12.C. 1 Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.

2.3.12.C. 2 Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.

By the end of grade 12: Substance abuse impacts individuals from all cultural and socioeconomic backgrounds.

2.3.12.C. 3 Analyze the societal impact of substance abuse on the individual, family, and community.

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Strand A. Relationships

By the end of grade 12: Individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals, and provide emotional security for one another.

2.4.12.A.1 Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.

2.4.12.A.2 Compare and contrast the current and historical role of life commitments, such as marriage.

2.4.12.A.3 Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.

2.4.12.A.4 Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.

2.4.12.A.5 Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent, warning signs of dating violence).

By the end of grade 12: Technology impacts the capacity of individuals to develop and maintain interpersonal relationships.

2.4.12.A.6 Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships

B. Sexuality.

By the end of grade 12: The decision to become sexually active affects one's physical, social, and emotional health.

2.4.12.B.1 Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.

By the end of grade 12: Responsible actions regarding sexual behavior impact the health of oneself and others.

2.4.12.B.2 Evaluate information that supports abstinence from sexual activity using reliable research data.

2.4.12.B.3 Analyze factors that influence the choice, use, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.

By the end of grade 12: Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.

2.4.12.B.4 Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.

By the end of grade 12: Early detection strategies and regular physical exams assist in the prevention and treatment of illness or disease.

2.4.12.B.5 Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, regular STI testing, and HPV vaccine).

C. Pregnancy and Parenting

By the end of grade 12: Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.

2.4.12.C.1 Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality.

2.4.12.C.2 Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities.

2.4.12.C.3 Evaluate the methods and resources available to confirm pregnancy.

2.4.12.C.4 Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.

2.4.12.C.5 Evaluate parenting strategies used at various stages of child development based on valid sources of information.

2.4.12.C.6 Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion, and parenting.

2.4.12.C.7 Analyze factors that affect the decision to become a parent.

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Strand A. Movement Skills and Concepts

By the end of grade 12: Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.

2.5.12.A.1 Explain and demonstrate ways to apply movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).

2.5.12.A.2 Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

2.5.12.A.3 Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).

2.5.12.A.4 Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.

B. Strategy

	By the end of grade 12: Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork. 2.5.12.B.1 Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. 2.5.12.B.2 Apply a variety of mental strategies to improve performance. 2.5.12.B.3 Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness. C. Sportsmanship, Rules, and Safety By the end of grade 12: Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction. 2.5.12.C.1 Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior. 2.5.12.C.2 Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment. By the end of grade 12: Cultural practices regarding physical activity, sports, and games reflect a microcosm of society. 2.5.12.C.3 Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact. 2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. A. Fitness and Physical Activity By the end of grade 12: Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction. 2.6.12.A.1 Compare the short- and long-term impact on wellness associated with physical inactivity. 2.6.12.A.2 Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principles. (FITT and additional training principles) 2.6.12.A.3 Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition. 2.6.12.A.4 Compare and contrast the impact of health-related fitness components as a measure of fitness and health. 2.6.12.A.5 Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance.
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Pacing Guide	Unit	Timeframe
	1. Wellness - Personal Growth and Development, Disease and Health Conditions, and Safety	1 week
	2. Wellness - Nutrition	1 week
	3. Wellness - Social and Emotional Health, Mental Health, Harassment and Bullying	1 week
	4. Integrated Skills - Communication, Goal Setting, Making Decisions, Character Development, Self-Advocacy, and Health Services	1 week
	5. Drugs and Medicine - Medicine, Alcohol, Drugs, Tobacco, Dependency, Addiction and Treatment	1 week
	6. Human Relationships and Sexuality - Relationships, Sexuality, Pregnancy and Parenting	1 week
	7. Motor Skill Development and Fitness - Movement Skills, Concepts, Strategy, Sportsmanship, Rules, Safety, Fitness and Physical Activity	10 weeks (broken up into weekly activities)
Assessments	All students take midterms and finals. Other assessments are indicated throughout the units of study.	

Unit 1:
Wellness - Personal Growth and Development, Disease and Health Conditions, and Safety

21st Century Themes and Skills:

Themes: Global Awareness, Civic Literacy

Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

NJSLS 21st Century Life and Career Practices: CRP8, CRP9, CRP12

NJSLS Technology: 8.1.12.F.1: 8.1.12.B.2

Interdisciplinary Connections: ELA.W.4

NJSLS PE/Health:

Standard 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

- **A. Personal Growth and Development:** Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
- **C. Disease and Health Conditions:** Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.
- **D. Safety:** Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.

Approximate Time Frame: 1 week

Big Ideas:

- Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
- Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.
- Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.

Essential Questions:

- How do personal health choices impact our own health as well as the health of others?
- How can a personal commitment to wellness influence the health of others? How does this commitment reduce ones' risk for diseases, health conditions, and injuries that may impact the quality or duration of one's life?
- Why is it so difficult to educate people about risky behaviors? Why do some people still engage in unsafe behaviors despite knowing the inherent risks and possible outcomes?

Enduring Understandings:

- Health choices and behaviors have a profound impact on personal, family, community, and global wellness.
- Medical advances, technology, and public health efforts enable some people to live healthier and longer lives than ever before, but many people struggle to be healthy
- Understanding why a behavior or activity is unsafe or risky is only the first step towards preventing injuries and staying safe. Consistently employing safe and healthy behaviors helps to reduce the incidence and severity of injuries.

PERSONAL GROWTH/DISEASE CONDITIONS/SAFETY	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 2.1.12.A.1, 2.1.12.A.2
● Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness. Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness. Use the following statement to frame the study of global health issues: ○ <i>The world's scientific knowledge, technological expertise, and economic resources are greater than at any point in history. We are capable of applying our collective know-how and wealth to reducing the health risks faced by all nations and alleviating unnecessary human suffering. Many see this as the shared responsibility of wealthier countries. Others continue to raise arguments against pursuing a collaborative approach to the problems of developing nations</i> (From: Why Global Health Matters, PBS).	<u>Tier 1 Resources/Materials:</u> ● Websites on medical advances ● Timelines
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 2.1.12.C.2
● Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions. Conduct research on global health issues impacting adolescents and young adults. Problems may include issues that impact health, such as the environment, population growth, human development, human rights, cultural identity and	<u>Tier 2 Resources/Materials:</u> ● http://www.pbs.org/wgbh/rxforsurvival/ ● http://www.usaid.gov/our_work/global_health/ ● http://www.worldhealthnews.harvard.edu/ ● http://www.youtube.com/watch?v=ul5czcO_PVA ● http://www.worldaidscampaign.org/

diversity, and media and technology or the impact of global conflict on health.	• http://www.unaids.org/en/default.asp • http://www.who.int/en/ • http://www.cdc.gov/ • http://wwwnc.cdc.gov/travel/default.aspx • http://www.globalhealth.org/ • http://www.gatesfoundation.org/global-health/pages/overview.aspx • http://www.clintonfoundation.org/ • http://www.unicef.org/
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 2.1.12.D.1
• Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies ○ Working with a cross-cultural team, select an issue and develop an action plan to reduce or eliminate the problem. Each team may also work with a mentor from the public health or healthcare community (may be local or online). Part of the team's plan must include the development, implementation, and evaluation of a community service project to address the issue or problem and raise awareness. Submit their action plans and description of the service project to http://www.edsteps.org/CCSSO/Home.aspx. ○ Teams should present and weigh evidence on issues of global significance or important local issues faced by others in the world; consider their own and others' perspectives; communicate ideas clearly and appropriately to diverse audiences; and illustrate options for responsible action to improve the situation, concern or condition.	<u>Tier 3 Resources/Materials:</u> • The project is evaluated using the EdSteps Global Competence Matrix found at: http://www.edsteps.org/CCSSO/ManageContent.aspx?system_name=I5nka44NofDD3IY38QBonx+Crwfdw+uF&selected_system_name=DRkDdjiObdU. • Students are also evaluated on the implementation and evaluation of the service project, evidence of shared leadership and productivity as part of a team, and feedback from the team's mentor
STUDENT WORK PRODUCTS/ ASSESSMENTS: Debate, List of strategies, Action Plan creation and presentation	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Career relatability, technology for research and presentations

**Unit 2:
Wellness - Nutrition**

21st Century Themes and Skills:

Themes: Global Awareness, Civic Literacy

Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

NJSLS 21st Century Life and Career Practices: CRP8, CRP 9, CRP 12

NJSLS Technology: 8.1.12.F.1: 8.1.12.B.2

Interdisciplinary Connections: ELA.W.4

NJSLS PE/Health Standards:

Standard 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

B. Nutrition: Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.

Approximate Time Frame: 1 week

Big Ideas:

- Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.

Essential Questions:

- How are food choices influenced by culture and tradition? What role does family, peers, and the media have on food choices now and throughout life?

Enduring Understandings:

- Food choices and eating patterns are developed at a young age, persist throughout one's lifetime, and may impact one's long-term health.
- It may be difficult to change unhealthy eating patterns that are rooted in family traditions, religious beliefs, or culture.
- Peers and the media also have a significant impact on food choices and the availability of healthy options.
- Making healthy eating choices is an important part of achieving and sustaining wellness.

NUTRITION	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 2.1.12.B.2

- Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries. To assist in meeting this CPI, students may: - Read the book, “Hungry Planet”, a photographic study of 30 families from 24 countries. The book reveals what people eat during the course of one week, food choices and availability in a global economy. - If the book is not available, students can also view You Tube videos on the Hungry Planet or view the Time Magazine photo essay. - Watch a documentary, <i>Food Inc.</i>, <i>Supersize Me</i>, etc. that reflects on the food habits in America.	Tier 1 Resources/Materials: - Hungry Planet: What the World Eats by Faith D’Aluisio and Peter Menzel available from Random House and Amazon - Food Documentaries
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 2.1.12.B.2
After being assigned or choosing a family from the book, investigate other sources about food availability, customs, and traditions in the family’s country in small groups. Develop a multi-media presentation on each country and family to be shared with students in other schools and countries. Create a Website or post a video online that focuses on eating habits around the world and showcases each country and family researched.	Tier 2 Resources/Materials: http://www.time.com/time/photogallery/0,29307,1645016,00.html http://www.youtube.com/watch?v=osSpWbmEYF4 http://www.youtube.com/watch?v=ClvLhNUz3X8&NR=1 http://www.npr.org/templates/story/story.php?storyId=5005952 http://www.bellmuseum.org/calendar.html#Hungryplanet
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 2.1.12.B.2
Write a response/essay to the following prompt: <i>The rest of the world is adopting America’s poor eating habits</i> and post the essays on social networking sites or on EdSteps.	Tier 3 Resources/Materials: Student work should be evaluated using a standard school-adopted rubric for the essay and the multimedia presentation with adaptation for content.
STUDENT WORK PRODUCTS/ ASSESSMENTS: Compare Contrast Chart, Multimedia presentation, Essay	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Career relatability, technology for research and presentations

Unit 3: Wellness - Social and Emotional Health, Mental Health, Harassment and Bullying

21st Century Themes and Skills:

Themes: Global Awareness, Civic Literacy

Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

NJSLS 21st Century Life and Career Practices: CRP 8, CRP9, CRP12

NJSLS Technology: 8.1.12.F.1: 8.1.12.B.2

Interdisciplinary Connections: ELA.W.4

NJSLS PE/Health Standards:

Standard 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

E. Social and Emotional Health: Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict .

Approximate Time Frame: 1 week

Big Ideas:

- Self-Awareness, Self-Management and Social Awareness, Responsible Decision Making, Relationships

Essential Questions:

- How can you improve your self-awareness?
- Why is it important to set achievable goals?
- How can making decisions affect your life?

Enduring Understandings:

- Recognizing your own thoughts and feelings and their influence on your behavior, Understanding your strengths and limitations
- Adjusting your emotions, thoughts, and behaviors in different settings, Motivating yourself, and Working towards goals
- Understanding how to behave in different settings, Aware of the perspectives of others, and Knowing how to access supports and resources
- Utilizing effective problem solving skills, Making choices after considering all of the factors, Ethics, Safety, Consequences, and Well-Being
- Forming relationships with others, Effectively communicating and collaborating, and Dealing with conflict

SOCIAL AND EMOTIONAL HEALTH	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 2.1.12.E.1 .
Predict the short- and long-term consequences of unresolved conflicts - As a class, develop a list of conflicts inside and outside of school - Discuss different ways to resolve conflicts. - Have students journal about a long and/or short term conflicts and how it can be resolved - What constitutes harassment and bullying? How can you prevent it?	<u>Tier 1 Resources/Materials:</u> https://www.nj.gov/education/students/safety/sandp/sel/ https://www.playworks.org/resource/twelve-games-to-teach-students-social-emotional-learning/ https://www.weareteachers.com/topics/social-emotional-learning/ https://www.westfieldnj12.org/apps/video/watch.jsp?v=207253 https://sel4nj.org/
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 2.1.12.E.2
Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis - Students can analyze a specific social media platform and reflect on how it impacts conflicts or crises. - How can students avoid conflicts on social media? What features do social media outlets offer to avoid conflict? - Hide, Mute, Block, Delete etc. - What are ways people cross the line online? - Doxxing (revealing personal info: name/address/phone number/email) - Threats of violence against you or your loved ones - Hate speech (slurs, harmful stereotypes based on race, religion, ethnicity, etc.) - When one troll becomes many - When a one-off insult becomes a protracted campaign of harassment - What can you do to prevent further conflict?	<u>Tier 2 Resources/Materials:</u> http://authornews.penguinrandomhouse.com/dealing-with-conflict-on-social-media/ https://newsroom.fb.com/news/2019/06/social-media-and-conflict/

○ Screenshot all pertinent posts (yours and others) to keep for your records. ○ Report the user and the comment/post/tweet. (All social media platforms have their own reporting systems—there should be an easy-to-find link near the original comment or post.) ○ Block abusive users from seeing your posts or profile. ○ Escalate the issue: bring it to the attention of your marketer, publicist, or editor—including screenshots and links wherever you can—and ask any of them to send it up the chain.	
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 2.1.12.E.3 2.1.12.E.4
● Predict how a family might cope with crisis or change and suggest ways to restore family balance and function ○ Accessing family counseling ○ Helping a loved one get treatment ○ Joining a support group ● Students can read an article about Family Resilience and Traumatic Stress and examine ways and means they or families can use to cope with a crisis. ● Students can develop their own stress management plan and decide what they can do to improve their wellness. ○ Identify areas that stress them out ○ Determine what they can do or change to reduce these areas of stress ○ Log if they see progress or other means that may help	<u>Tier 3 Resources/Materials:</u> ● https://www.netsn.org/sites/default/files/resources//family_resilience_and_traumatic_stress_providers.pdf
STUDENT WORK PRODUCTS/ ASSESSMENTS: Conflicts list, Questions, Stress Management Plan	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Career relatability, technology for research and presentations

Unit 4:

Integrated Skills - Communication, Goal Setting, Making Decisions, Character Development, Self-Advocacy, and Health Services

21st Century Themes and Skills:

Themes: Global Awareness, Civic Literacy

Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

NJSLS 21st Century Life and Career Practices: CRP8, CRP9, CRP12

NJSLS Technology: 8.1.12.F.1: 8.1.12.B.2

Interdisciplinary Connections: ELA.W.4

NJSLS PE/Health Standards:

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

A. Interpersonal Communication: Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.

B. Decision-Making and Goal Setting: Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.

C. Character Development: Individual and/or group pressure to be successful in competitive activities can result in a positive or negative impact.

D. Advocacy and Service: Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.

E. Health Services and Information: Potential solutions to health issues are dependent on health literacy and available resources.

Approximate Time Frame: 1 week

Big Ideas:

- Proper communication skills and positive characteristics
- Proper steps when setting and achieving goals
- How to self advocate in varying situations
- Affordability and accessibility of healthcare impacts the prevention, early detection, and treatment of health problems.

Essential Questions:

- What is the difference in communication styles? How would communication be different based on different relationships?
- Why is it important to set short term and long term goals? How can you take the proper steps to achieve them?
- What is the benefit to advocating for yourself versus having someone speak for you?
- Why is it so difficult for some people to access healthcare? How do you know when you need help? What's more important: prevention or cure?

Enduring Understandings:

- Making the right decisions in different aspects of life (ie. school, family, etc.)
- How self-advocacy can be applied in different areas of decision making, goal setting, and social issues.
- Knowing how and when to navigate the healthcare system is critical to maintaining wellness. The early detection of diseases and health conditions contributes to one's health and helps reduce healthcare costs.

LIFE GOALS AND CHARACTER DEVELOPMENT	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 2.2.12.A.1, 2.2.12.C.3, 2.2.12.E.1
• Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others. • Analyze current issues facing the disability community and make recommendations to address those issues. • Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation • Compare healthcare systems and costs and access issues (age, gender, socio-economic status, health condition or other factors) in various states and countries and assess how certain health issues are impacted by access to care (e.g., HIV/AIDS, pregnancy, communicable disease such as flu or TB, mental health disorders).	Tier 1 Resources/Materials: • Access to Healthcare and the Uninsured – National Conference of State Legislatures • Health Care Access and Quality – Rand Corporation • Global Healthcare Foundation • Global healthcare fraud costs put at \$260 billion • U.S. Healthcare Costs – KaiserEdu.org
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 2.2.12.A.3, 2.2.12.D.1, 2.2.12.E.2

Develop an advocacy slideshow outlining recommendations to improve healthcare for a particular issue or population and justify the recommendations using valid and reliable sources. This can include planning and implementing an advocacy strategy to stimulate action on a state, national, or global health issues, including but not limited to, organ/tissue donation. Also, determine the effect of accessibility and affordability of healthcare on family, community, and global health.	<u>Tier 2 Resources/Materials:</u> Women's Health – Medline Plus Michelle Obama: Health Care is a Women's Issue Explore Our Work: HIV/AIDS Initiative Global Health Council World Health Organization Global Health Program – Bill and Melinda Gates Foundation
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 2.2.12.A.2, 2.2.12.B.1, 2.2.12.B.2, 2.2.12.C.1, 2.2.12.C.2
- Students can apply lessons on health, self-advocacy, and goal setting in their own lives. Apply how it is important to be ethical, understanding, and accepting. Create a list of goals and steps. How can good decision making help achieve your goals? - Students can role play difference conflicts and plan out ways to prevent, manage, and resolve them.	<u>Tier 3 Resources/Materials:</u> - List of strategies for solving conflicts - Goal Setting sheet
STUDENT WORK PRODUCTS/ ASSESSMENTS: Healthcare Comparison, SlideShow, Questions, Role Plays	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Career relatability, technology for research and presentations

Unit 5:
Drugs and Medicine - Medicine, Alcohol, Drugs, Tobacco, Dependency, Addiction and Treatment

21st Century Themes and Skills:

Themes: Global Awareness, Civic Literacy

Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

NJSLS 21st Century Life and Career Practices: CRP8, CRP9, CRP12

NJSLS Technology: 8.1.12.F.1: 8.1.12.B.2

Interdisciplinary Connections: ELA.W.4

NJSLS Physical Education and Health Standards:

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

A. Medicines: Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.

B. Alcohol, Tobacco, and Other Drugs: There are immediate and long-term consequences of risky behavior associated with substance abuse.

C. Dependency/Addiction and Treatment: The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.

Approximate Time Frame: 1 week

Big Ideas:

- There are immediate and long-term consequences of risky behavior associated with substance abuse, including medication, alcohol, drugs, and tobacco.

Essential Questions:

- Why do people use and abuse alcohol, tobacco, and other drugs despite warnings about the dangers to self and others?
- What is the benefit of addressing your addiction and how can you overcome it?

Enduring Understandings:

- The use and abuse of alcohol, tobacco, and other drugs not only impacts the individual but may have a profound impact on others.
- Drug, alcohol, and tobacco addiction can be treated.

MEDICINE, DRUGS, ALCOHOL, & TOBACCO ADDICTION	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 2.3.12.A.1, 2.3.12.A.2, 2.3.12.A.3 .
• Examine adolescent substance use trends in New Jersey, the United States, and internationally and compare how different countries address or do not address tobacco use, medication abuse, drugs and alcohol addiction, etc. (e.g., school policies, cessation programs, legal issues, community availability). Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements. Summarize the criteria for evaluating the effectiveness of a medicine. Relate personal abuse of prescription and over-the-counter medicines to wellness	<u>Tier 1 Resources/Materials:</u> • https://www.njfamily.com/nj-teen-drug-use-by-the-numbers/ • https://www.state.nj.us/education/students/safety/behavior/atd/ • https://www.nj.com/news/2009/11/nj_experts_say_teens_increasin.html
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 2.3.12.B.1, 2.3.12.B.2, 2.3.12.B.3,2.3.12.B.4, 2.3.12.B.5
• Develop a multimedia presentation for school and community leaders about teen smoking, drug, or alcohol use in the school and community compared with other countries. Recommend policy changes such as support for cessation programs rather than penalties, tobacco-free campuses, and education programs for younger students based on research on how other states/ countries address this issue. Include the correlation with legal consequences, violence, and diseases.	<u>Tier 2 Resources/Materials:</u> • Quit – Youth Smoking Rates Worldwide (teen smoking in Australia) • Facts on Teenage Smoking – ACCESS • European School Survey Project on Alcohol and Other Drugs (ESPAD) • Smoking and Youth – MedlinePlus • Smoking and Tobacco Use – Center for Disease Control and Prevention • National Youth Tobacco Survey (NYTS) - Smoking and Tobacco Use – Center for Disease Control and Prevention • Surveys and Data Briefs – Comprehensive Tobacco Control Program, NJ Department of Health and Senior Services

	• National Youth Tobacco Survey (NYTS) – Legacy for Longer Lives • Evaluation of New Jersey Comprehensive Tobacco Control Program – Center for Tobacco Surveillance and Evaluation Research, UMDNJ • How to Fight Teen Smoking – American Cancer Society • REBEL – NJ Department of Health and Senior Services
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 2.3.12.C. 1, 2.3.12.C. 2, 2.3.12.C. 3
• Analyze the societal impact of substance abuse on the individual, family, and community, including socioeconomic backgrounds and cultures. • Analyze the different treatment programs for tobacco, drugs, alcohol and medicine in your area. What defines substance abuse? Who determines when you need help? How does addiction influence you and others around you?	<u>Tier 3 Resources/Materials:</u> • https://www.2ndfloor.org/more-help/substance-use-and-abuse/ • http://www.sodat.org/
STUDENT WORK PRODUCTS/ ASSESSMENTS: Trends analysis, Multimedia presentation, Questions	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Career/Life relatability, technology for research and presentations

Unit 6:
Human Relationships and Sexuality - Relationships, Sexuality, Pregnancy and Parenting

21st Century Themes and Skills:

Themes: Global Awareness, Civic Literacy

Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

NJSLS 21st Century Life and Career Practices: CRP8, CRP9, CRP12

NJSLS Technology: 8.1.12.F.1: 8.1.12.B.2

Interdisciplinary Connections: ELA.W.4

NJSLS PE/HEalth Standards: Standard 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

A. Relationships: Individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals, and provide emotional security for one another.

B. Sexuality. The decision to become sexually active affects one's physical, social, and emotional health.

C. Pregnancy and Parenting: Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.

Approximate Time Frame: 1 week

Big Ideas:

- Teenage pregnancy
- The importance of healthy relationships
- The effects of sexuality on physical and emotional health

Essential Questions:

- How does your family influence the adult you will become?
- How do you develop and sustain relationships over time?
- Why is it so hard to have healthy relationships?
- How can you prevent teenage pregnancy?

Enduring Understandings:

- Relationships are the connections people have with each other. The family provides the first opportunity for a person to develop relationship skills. Every family is different but all families provide the foundation for future relationships. As individuals mature, they seek out different relationships with peers, colleagues, and loved ones.
- Through social networking, people even establish relationships with individuals they have never met. We now live in a world where families and relationships are constantly changing and where global communication systems have extended friendships and relationships across the miles

RELATIONSHIPS AND SEXUALITY	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 2.4.12.A.1, 2.4.12.A.2, 2.4.12.A.3, 2.4.12.A.4, 2.4.12.A.5, 2.4.12.A.6
● Compare and contrast laws and regulations that address marriage, civil unions, and divorce in the United States and globally ● Research current laws and regulations in several states and countries, examining when the laws were enacted, their origins, the “marriage” traditions associated with the country, connections to political action, and relationships to religious beliefs. Summarize their findings in an electronic portfolio for class and virtual discussion. ● Discuss how technology affects healthy relationships. ● Determine effective prevention and intervention strategies to address domestic or dating violence by explaining rules of consent, warning signs of dating violence, and age of consent laws in New Jersey.	<u>Tier 1 Resources/Materials:</u> ● http://www.worldweddingtraditions.com/ ● http://topics.law.cornell.edu/wex/table_marriage (overview of 50 state laws) ● http://www.fordham.edu/halsall/source/cjc-marriage.html (History of Roman marriage laws) ● http://www.state.nj.us/health/vital/civilunion_apply.shtml ● http://futureofchildren.org/futureofchildren/publications/journals/article/index.xml?journalid=63&articleid=409&sectionid=2787 (divorce and families)
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 2.4.12.B.1, 2.4.12.B.2, 2.4.12.B.3, 2.4.12.B.4, 2.4.12.B.5
● Determine how the decision to become sexually active can affect social, physical and emotional health. ● Review the long term affects of adolescent sex and research safe sex/contraception methods.	<u>Tier 2 Resources/Materials:</u> ● Review sheet ● Vocabulary List ● Reproductive Models

● Define and examine different beliefs about gender identity, sexual orientation, and gender equality. ● Examine the female and male reproductive systems in relation to the prevention and treatment of diseases.	
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 2.4.12.C.1, 2.4.12.C.2, 2.4.12.C.3, 2.4.12.C.4, 2.4.12.C.5, 2.4.12.C.6, 2.4.12.C.7
● Research embryo, fetus, baby development and discuss complications. ● Have students review how to find out if they are pregnant as well as the options they have to terminate pregnancy based on religious, cultural, ethical, legal impacts. ● Examine what legal rights adolescents have regarding abortion, pregnancy, and parenting, as well as what it takes to become a parent. ● Create a presentation about the stages of pregnancy, options, lifestyle choices, and legal rights.	<u>Tier 3 Resources/Materials:</u> ● Research log ● Websites
STUDENT WORK PRODUCTS/ ASSESSMENTS: Compare Contrast Chart, Discussions, Definitions, Research Presentation	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:

Unit 7:
**Motor Skill Development and Fitness - Movement Skills, Concepts,
 Strategy, Sportsmanship, Rules, Safety, Fitness and Physical Activity**

21st Century Themes and Skills:

Themes: Global Awareness, Civic Literacy

Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

NJSLS 21st Century Life and Career Practices: CRP8, CRP9, CRP12

NJSLS Technology: 8.1.12.F.1: 8.1.12.B.2

Interdisciplinary Connections: ELA.W.4

NJSLS PE/Health Standards:

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

A. Movement Skills and Concepts: Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.

B. Strategy: Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.

C. Sportsmanship, Rules, and Safety: Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

A. Fitness and Physical Activity: Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

Approximate Time Frame: 10 weeks

Big Ideas:

- Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.
- Individual Sports: Free Weights, Cardio, Running, Yoga, Tai Chi, Pushups, Curl Ups, Stretching, “Challenges”

- Team Sports: Frisbee, Kickball, Baseball, Lawn Games, CanJam, Spike Ball, Ladder Ball, Bocce Ball, Corn Hole, Ring Toss, Tennis, Softball, Volleyball, Handball, Foursquare, Floor Hockey, Basketball, Soccer, Nitroball, Flag Football, Titanic, Badminton, Pickleball

Essential Questions:

- Why is it so difficult to become healthy and physically fit? Why is it even harder to stay healthy and physically fit?
- How can I set challenging fitness goals that help me stay committed to wellness?
- How can fitness and wellness be implemented into the lives of our students?
- What muscular endurance activities can we incorporate into lifetime activities?
- What fitness activities can be fun for groups?
- How can we change our students' attitudes and behaviors about exercise?
- How can team based activities be used as lifetime activities?

Enduring Understandings:

- Children who regularly participate in physical activity tend to stay active throughout their lives.
- There are immediate benefits, including maintaining a healthy weight, feeling more energetic, and promoting a better outlook, participating in team and individual sports.
- Forms of physical activity can boost self-confidence, provide opportunities for social interaction, and offer a chance to have fun.
- Regular physical activity can help prevent heart disease, diabetes, and other medical problems later in life.
- Getting active and staying active is a key component of a healthy, active lifestyle.

MOVEMENT AND FITNESS	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: 2.5.12.A.1, 2.5.12.A.2, 2.5.12.A.3, 2.5.12.A.4
• Play a game and analyze different ways of being successful and what improvements can be done to impact performance. Critique movements and performance to improve effectiveness. • Examine how fitness impacts school and work performance and how people from other countries stay physically active. • Research how students in other countries address fitness.	<u>Tier 1 Resources/Materials:</u> • http://www.who.int/chp/steps/resources/GPAO_Analysis_Guide.pdf • http://www.americanheart.org/presenter.jhtml?identifier=3047036 • http://www.cdc.gov/physicalactivity/ • http://www.americanheart.org/presenter.jhtml?identifier=2155 • http://www.goredforwomen.org/BetterU/index.aspx • http://www.nhlbi.nih.gov/health/public/heart/obesity/lose_wt/phy_act.htm
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: 2.5.12.B.1, 2.5.12.B.2, 2.5.12.B.3

● Play a physical sport. Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. Apply a variety of mental strategies to improve performance. Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness. ● Develop a personal fitness plan to address identified needs and meet current health status, school and job commitments, family issues, finances, and other personal obligations and use health data from fitness inventories and assessments.	<u>Tier 2 Resources/Materials:</u> ● Students can access a sample daily food and activity diary at: http://www.nhlbi.nih.gov/health/public/heart/obesity/lose_wt/diary.htm.
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: 2.5.12.C.1, 2.5.12.C.2, 2.5.12.C.3, 2.6.12.A.1, 2.6.12.A.2, 2.6.12.A.3, 2.6.12.A.4, 2.6.12.A.5
● Develop a comprehensive plan for fitness and healthy eating that addresses identified needs, is practical and realistic, provides for support and motivation, and includes participation in activities in school and outside school. Keep a journal and track progress using online tools. (determine the role of genetics, gender, age, etc.) ● Create a fitness website focused on fitness for high school students and young adults in collaboration with other students at home and abroad ● Research and Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance.	<u>Tier 3 Resources/Materials:</u> ● Fitness Plan Template/Example ● Research Logs
STUDENT WORK PRODUCTS/ ASSESSMENTS: Physical Activity/Participation, Fitness Critiques, Fitness Plans, Website Creation, Debate	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:

Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
● Use of technological device to gain access to online resources in order to research and explore current events and cultural practices. ● Provide opportunities for open-ended, self-directed activities ● Use of Higher Level Questioning Techniques	● Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed ● Assess comprehension through demonstration such as gestures, drawing and retelling.	<i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Repetition and practice ● Model skills / techniques to be mastered. ● Preferential seating to be mutually determined by the student and teacher ● Assign a peer helper in the class setting ● Provide regular parent/school communication 1. Boundaries and Playing Areas Decrease the height of the net or goal Adapt the playing areas (make it smaller, remove obstacles) Increase the number of players Change the boundary lines	● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Repetition and practice ● Model skills / techniques to be mastered. Modifications for Homework and Assignments Extended time to complete assignments. Provide the student with clearly stated (written) expectations and grading criteria for assignments. Modifications for Assessments Extended time on classroom tests and quizzes.

		Simplify patterns 2. Equipment Use lighter equipment Larger and/ or lighter bats Vary the ball size (beach balls, waffle balls, yarn balls, bladder balls) Slow down the speed of manipulatives Decrease the weight or lower the air pressure of the ball Increase the size of the manipulatives 3. Modify the time 4. Modify the rules of the activity Allow the batter to sit in a chair Allow for more players on the field Reduce the amount of points required to win a game No time limits Walk rather than run Lower the net, as in basketball Allow the ball to be rolled, or to remain stationary rather than be thrown Allow for students to assist each other Allow for a runner during a game 5. Teaching Style Reduce the amount of verbal instruction given Use demonstrations to model the desired skill or outcome Use a start and stop signal that is consistent	Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.
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