

| Marking Period | Unit Title | Recommended Instructional Days |
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| 1-4 | Adaptive PE | 45 |
| Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept: | | Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit |
| Core Ideas: | Performance Expectation: | |
| Physical Wellness (2.2) Disciplinary Concept: Movement Skills and Concepts Physical Fitness Lifelong Fitness | | |
| Core Ideas: Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities). The quality of feedback from others, self-assessment as well as effort and | Performance Expectation: • 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball). • 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, | <u>Essential Question/s:</u> Why is it important to understand the rules of activities and games? What are the characteristics of good sportsmanship? Why is safety important during activities and games? <u>Activity Description:</u> Fitness skills. Hand-eye coordination and balancing skills Throwing and catching skills using different pieces of equipment. Examples a soft ball, scarfs and noodles. Fitness activities. Throwing, catching and aiming activities Striking skills and activities using badminton rackets, balloons and birdies. |

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| <p>repetition influences movement skills, concepts, and performance.</p> <p>Individual and team execution requires interaction, respect, effort, and a positive attitude.</p> <p>Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction</p> | <p>force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).</p> <ul style="list-style-type: none"> • 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. • 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment. <p>2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.</p> <p>2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.</p> <p>2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.</p> <p>2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).</p> <p>2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and</p> | <p>Hand-eye coordination using balloons, soft volleyballs and omni kin balls. Volleyball activities.</p> <p>Bouncing and catching activities.</p> <p>Dribbling activities.</p> <p>Aiming skills using basketball activities.</p> <p>Review striking skills with scooter hockey activities.</p> <p>Continue with scooter activities.</p> <p>Introduce bike riding with tricycles.</p> <p>Throwing and catching games</p> <p>Noodle activities.</p> <p>Eye foot coordination activities.</p> <p>Fitness games.</p> <p>Racket activities.</p> <p>Volleyball activities.</p> <p>Scoter activities.</p> <p>Aiming and tossing activities using deck rings.</p> <p>Tennis - T Ball</p> <p>Football activities.</p> <p>Interdisciplinary Connections: MATH</p> |
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| <p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p> | <p>the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.</p> <ul style="list-style-type: none"> • 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. • 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. • 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. • 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. • 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new). | <p>SCI SS</p> <p>New Jersey Student Learning Standards #: 2.2.12.PF.2 2.2.12.MSC.4 2.2.12.LF.3 2.2.12.LF.4</p> |
| <p>Community resources can support a lifetime of wellness to self and family members.</p> | <ul style="list-style-type: none"> • 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members. | |

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| | <ul style="list-style-type: none">• 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.• 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health. | |
| Safety (2.3) Disciplinary Concept: | | |
| <i>Core Ideas:</i> | <i>Performance Expectation:</i> | |
| Comprehensive Health and Physical Education Practices | | |
| Acting as responsible and contributing member of society Building and maintaining healthy relationships Communicating clearly and effectively (verbal and nonverbal) Resolving conflict Attending to personal health, emotional, social, and physical well-being Engaging in an active lifestyle Making decisions Managing-self | | |

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| Setting goals Using technology tools responsibly | | |
| Social and Emotional Learning: <i>Competencies</i> | Social and Emotional Learning: <i>Sub-Competencies</i> | |
| Self-Awareness | <ul style="list-style-type: none"> • Recognize one's feelings and thoughts • Recognize the impact of one's feelings and thoughts on one's own behavior • Recognize one's personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges | |
| Self-Management | <ul style="list-style-type: none"> • Understand and practice strategies for managing one's own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals | |

| Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i> | | Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i> | |
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| <u>Formative Assessments:</u> Teacher Observation Do Now Homework Class Participation Portfolio Discussions Quiz Journal writing Group Assessment Group Interaction/Discussion/Computer Research Self and Peer Evaluations | | <u>Benchmarks:</u> Quiz Exam <u>Summative Assessments:</u> Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments Reflective Paper Group Presentations | |
| Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i> | | | |
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |
| Include information from databases such as ERIC, Medline, PsychINFO, and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts. | Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games. | Keep material concept-focused and principle-driven. Allow the use of digital translation or grouping students together. Provide multiple means of action and expression. | Include a more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought. |
| Supplemental Resources | | | |

| Technology: <ul style="list-style-type: none"> • Laptop • Chromebook • SmartBoard • Internet Access • Projector | | | |
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| Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i> | | | |
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core |
| Include information from databases such as ERIC, Medline, PsychINFO, and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts. | Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake tests for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks. | Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionaries, and modified assessment and/or rubric. | Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities. |

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| Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | Holocaust Law: <i>N.J.S.A. 18A:35-28</i> | LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i> | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | Standards in Action: <i>Climate Change</i> | Erin's Law: <i>A-769/S-1130</i> |
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| Marking Period | Unit Title | | Recommended Instructional Days |
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| 2/3 | PE9 Fitness | | 45 |
| Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept: | | Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit | |
| Core Ideas: | Performance Expectation: | | |
| Physical Wellness (2.2) Disciplinary Concept: Movement Skills and Concepts Physical Fitness Lifelong Fitness | | | |
| Core Ideas: Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities). The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance. | Performance Expectation: • 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball). • 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. • 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., | <u>Essential Question/s:</u> How would you apply the components of health related fitness to activities of daily living? What is the FITT principle and how do you apply it to a fitness program? How does stretching impact my everyday life? What is body composition? How does diet and exercise influence body composition? <u>Activity Description:</u> <i>Nutrition tip of the day</i> <ul style="list-style-type: none">Daily nutrition tip <i>Strength training/gym etiquette</i> <ul style="list-style-type: none">Gym etiquette - cleaning, putting equipment back, no horse play, etc.Discuss the components of health related fitnessFITT principleWellness room – cable machines, free weights, cardio equipment, slam balls, medicine balls | |

Essential Question/s:
 How would you apply the components of health related fitness to activities of daily living?
 What is the FITT principle and how do you apply it to a fitness program?
 How does stretching impact my everyday life?
 What is body composition?
 How does diet and exercise influence body composition?

Activity Description:
Nutrition tip of the day

- Daily nutrition tip

Strength training/gym etiquette

- Gym etiquette - cleaning, putting equipment back, no horse play, etc.
- Discuss the components of health related fitness
- FITT principle
- Wellness room – cable machines, free weights, cardio equipment, slam balls, medicine balls

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| <p>Individual and team execution requires interaction, respect, effort, and a positive attitude.</p> | <p>creative, cultural, social, aerobics dance, fitness).</p> <ul style="list-style-type: none"> • 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. • 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment. | <ul style="list-style-type: none"> • Learn the basics of weight training • Keep fitness logs • Discuss reps and sets <p><i>Fitness</i></p> <ul style="list-style-type: none"> • Bodyweight training, light dumbbells, circuit training, stretching, joint mobility, body composition • Analyze how diet and exercise effect body composition <p><i>Cardio conditioning</i></p> <ul style="list-style-type: none"> • Indoor track activities <p><i>Yoga</i></p> |
| <p>Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.</p> | <ul style="list-style-type: none"> • 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime. • 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities. • 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness. • 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants). • 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the | <p>Discuss how these fitness components relate to a lifetime of health.</p> <p>Interdisciplinary Connections: SCI MATH</p> <p>New Jersey Student Learning Standards #: 2.2.12.PF.1 2.2.12.PF.2 2.2.12.PF.3 2.2.12.PF.5 2.2.12.LF.2 2.2.12.LF.3 2.2.12.LF.4 2.2.12.LF.5</p> |

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| <p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p> <p>Community resources can support a lifetime of wellness to self and family members.</p> | <p>mind and body before, during, and after physical fitness activities.</p> <ul style="list-style-type: none">• 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.• 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.• 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.• 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.• 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).• 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.• 2.2.12.LF.7: Analyze the current and future impact of globalization and | |
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| | <p>technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.</p> <ul style="list-style-type: none"> • 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health. | |
| <p>Safety (2.3) Disciplinary Concept:</p> | | |
| <i>Core Ideas:</i> | <i>Performance Expectation:</i> | |
| <p>Comprehensive Health and Physical Education Practices</p> | | |
| <p>Acting as responsible and contributing member of society</p> <p>Building and maintaining healthy relationships</p> <p>Communicating clearly and effectively (verbal and nonverbal)</p> <p>Resolving conflict</p> <p>Attending to personal health, emotional, social, and physical well-being</p> <p>Engaging in an active lifestyle</p> <p>Making decisions</p> <p>Managing-self</p> <p>Setting goals</p> | | |

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| Using technology tools responsibly | | |
| Social and Emotional Learning: <i>Competencies</i> | Social and Emotional Learning: <i>Sub-Competencies</i> | |
| Self-Awareness | <ul style="list-style-type: none"> • Recognize one's feelings and thoughts • Recognize the impact of one's feelings and thoughts on one's own behavior • Recognize one's personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges | |
| Self-Management | <ul style="list-style-type: none"> • Understand and practice strategies for managing one's own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals | |
| Assessments (Formative) | | Assessments (Summative) |

| <i>To show evidence of meeting the standard/s, students will successfully engage within:</i> | | <i>To show evidence of meeting the standard/s, students will successfully complete:</i> | |
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| <u>Formative Assessments:</u> Teacher Observation Do Now Homework Class Participation Portfolio Discussions Quiz Journal writing Group Assessment Group Interaction/Discussion/Computer Research Self and Peer Evaluations | | <u>Benchmarks:</u> Quiz Exam <u>Summative Assessments:</u> Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments Reflective Paper Group Presentations | |
| Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i> | | | |
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |
| Include information from databases such as ERIC, Medline, PsychINFO, and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts. | Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games. | Keep material concept-focused and principle-driven. Allow the use of digital translation or grouping students together. Provide multiple means of action and expression. | Include a more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought. |
| Supplemental Resources | | | |

| Technology: <ul style="list-style-type: none"> • Laptop • Chromebook • SmartBoard • Internet Access • Projector Other: <ul style="list-style-type: none"> • Dumbbells • Gym Equipment • Yoga Mats | | | |
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| Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i> | | | |
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core |
| Include information from databases such as ERIC, Medline, PsychINFO, and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts. | Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake tests for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks. | Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionaries, and modified assessment and/or rubric. | Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities. |

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| | Amistad Law: <i>N.J.S.A. 18A</i> | | Holocaust Law: | | LGBT and Disabilities Law: | | Diversity & Inclusion: | | Standards in Action: | | Erin's Law: <i>A-769/S-1130</i> |
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Bayonne Board of Education
Comprehensive Health and Physical Education
Grade: 9-12

Dev. Date:
9/20

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| | 52:16A-88 | | N.J.S.A. 18A:35-28 | | N.J.S.A. 18A:35-4.35 | | N.J.S.A. 18A:35-4.36a | | Climate Change | | |
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| Marking Period | Unit Title | | Recommended Instructional Days |
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| 4 | PE9 Recreation Games/Team Sports | | 45 |
| Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept: | | Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit | |
| Core Ideas: | Performance Expectation: | | |
| Physical Wellness (2.2) Disciplinary Concept: Movement Skills and Concepts Physical Fitness Lifelong Fitness | | | |
| Core Ideas: Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities). The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance. | Performance Expectation: • 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball). • 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. • 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., | <u>Essential Question/s:</u> What components of fitness encompassed through participation in recreation games? What do balance, coordination, and flexibility have to do with the concepts and performance of recreation games? How can recreation games increase the fitness level of each individual? How can participation in sports lead to lifetime fitness? Is all movement considered physical activity? How can understanding force and motion improve performance? How does rhythm affect movement skills in various physical activities? How does individual and group assessment improve performance? <u>Activity Description:</u> <i>Recreation Games:</i> <ul style="list-style-type: none">Biking in lot (beginners) and around stadium. Tennis in courts, Archery in courtyard. <i>Team Sports and recreation games in field or tennis courts:</i> | |

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| <p>Individual and team execution requires interaction, respect, effort, and a positive attitude.</p> <p>Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.</p> | <p>creative, cultural, social, aerobics dance, fitness).</p> <ul style="list-style-type: none"> • 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. • 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment. • 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime. • 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities. • 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness. • 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants). • 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the | <ul style="list-style-type: none"> • Ultimate games, soccer, football, badminton, volleyball, softball, Nitroball and Spikeball. <p><i>Inclement Weather:</i></p> <ul style="list-style-type: none"> • Indoor activities including table tennis; use of the indoor track, dance room and auxiliary gym for cardio, fitness and team building games. <p>Discuss the contributions have the 2 first transgender athletes, Quinn and Laurel Hubbard, make to the olympic games? (LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>)</p> <p>Interdisciplinary Connections: MATH SCI</p> <p>New Jersey Student Learning Standards #: 2.2.12.MSC.3 2.2.12.MSC.2 2.2.12.LF.4 2.2.12.LF.5 2.2.12.PF.2 2.2.12.PF.3 2.2.12.PF.5</p> |
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| <p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p> <p>Community resources can support a lifetime of wellness to self and family members.</p> | <p>mind and body before, during, and after physical fitness activities.</p> <ul style="list-style-type: none">• 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.• 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.• 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.• 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.• 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).• 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.• 2.2.12.LF.7: Analyze the current and future impact of globalization and | |
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| | <p>technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.</p> <ul style="list-style-type: none"> • 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health. | |
| <p>Safety (2.3) Disciplinary Concept:</p> | | |
| <i>Core Ideas:</i> | <i>Performance Expectation:</i> | |
| <p>Comprehensive Health and Physical Education Practices</p> | | |
| <p>Acting as responsible and contributing member of society</p> <p>Building and maintaining healthy relationships</p> <p>Communicating clearly and effectively (verbal and nonverbal)</p> <p>Resolving conflict</p> <p>Attending to personal health, emotional, social, and physical well-being</p> <p>Engaging in an active lifestyle</p> <p>Making decisions</p> <p>Managing-self</p> <p>Setting goals</p> | | |

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| Using technology tools responsibly | | |
| Social and Emotional Learning: <i>Competencies</i> | Social and Emotional Learning: <i>Sub-Competencies</i> | |
| Self-Awareness | <ul style="list-style-type: none"> • Recognize one's feelings and thoughts • Recognize the impact of one's feelings and thoughts on one's own behavior • Recognize one's personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges | |
| Self-Management | <ul style="list-style-type: none"> • Understand and practice strategies for managing one's own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals | |
| Assessments (Formative) | | Assessments (Summative) |

| <i>To show evidence of meeting the standard/s, students will successfully engage within:</i> | | <i>To show evidence of meeting the standard/s, students will successfully complete:</i> | |
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| <u>Formative Assessments:</u> Teacher Observation Do Now Homework Class Participation Portfolio Discussions Quiz Journal writing Group Assessment Group Interaction/Discussion/Computer Research Self and Peer Evaluations | | <u>Benchmarks:</u> Quiz Exam <u>Summative Assessments:</u> Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments Reflective Paper Group Presentations | |
| Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i> | | | |
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |
| Include information from databases such as ERIC, Medline, PsychINFO, and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD’s pamphlets and handouts. | Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games. | Keep material concept-focused and principle-driven. Allow the use of digital translation or grouping students together. Provide multiple means of action and expression. | Include a more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought. |
| Supplemental Resources | | | |

| <p>Technology:</p> <ul style="list-style-type: none"> • Laptop • Chromebook • SmartBoard • Internet Access • Projector <p>Other:</p> <ul style="list-style-type: none"> • Bicycles • Tennis Raquets • Tennis Balls • Badminton Raquets and Birdies • Archery Equipment • Volleyballs • Footballs • Spikeball • Balls | | | |
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| Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i> | | | |
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core |
| Include information from databases such as ERIC, Medline, PsychINFO, and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts. | Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake tests for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide | Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionaries, and modified assessment and/or rubric. | Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities. |

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| | study guides, and/or break assignments into segments of shorter tasks. | | |
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| | Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | | Holocaust Law: <i>N.J.S.A. 18A:35-28</i> | X | LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i> | | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | | Standards in Action: <i>Climate Change</i> | | Erin's Law: <i>A-769/S-1130</i> |
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| Marking Period | Unit Title | Recommended Instructional Days |
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| 1, 2, 3, 4 | PE9 Team units | 45 |
| Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept: | | Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit |
| Core Ideas: | Performance Expectation: | |
| Physical Wellness (2.2) Disciplinary Concept: Movement Skills and Concepts Physical Fitness Lifelong Fitness | | |
| Core Ideas: Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities). The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance. | Performance Expectation: • 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball). • 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. • 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., | Essential Question/s: What components of fitness do team sports encompass? What do balance, coordination, and flexibility have to do with the concepts and performance of team sports? How can team sports increase the fitness level of each individual? What role does movement, transition, sportsmanship, and communication play in team sports? How do to basic skills of team sports relate to those of other team sports? How can participation in sports lead to lifetime fitness? Is all movement considered physical activity? How can understanding force and motion improve performance? How does rhythm affect movement skills in various physical activities? How does individual and group assessment improve performance? What contributions have the 2 first transgender athetes, Quinn and Laurel Hubbard, make to the olympic games? Activity Description: Warm-ups and Strethching followed by: |

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| <p>Individual and team execution requires interaction, respect, effort, and a positive attitude.</p> <p>Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.</p> | <p>creative, cultural, social, aerobics dance, fitness).</p> <ul style="list-style-type: none"> • 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. • 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment. • 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime. • 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities. • 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness. • 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants). • 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the | <p><i>Team Units</i> – Soccer, Football, Rugby, Ultimate, Lacrosse, Ground Level Team Adventure Games</p> <ul style="list-style-type: none"> • Rules, Intro/lead up games, full games <p><i>Fitness Friday</i> – Cardio Endurance, Tag Games, Bleachers, Bodyweight Training</p> <p><i>Inclement Weather</i> – Indoor Track Games, Racket Games, Scooters</p> <p>Discuss the contributions have the 2 first transgender athletes, Quinn and Laurel Hubbard, make to the olympic games? (LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>)</p> <p>Interdisciplinary Connections MATH SCI SS</p> <p>New Jersey Student Learning Standards #: 2.2.12.MSC.3 2.2.12.MSC.2 2.2.12.LF.4 2.2.12.LF.5 2.2.12.PF.2 2.2.12.PF.3 2.2.12.PF.5</p> |
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| <p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p> <p>Community resources can support a lifetime of wellness to self and family members.</p> | <p>mind and body before, during, and after physical fitness activities.</p> <ul style="list-style-type: none">• 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.• 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.• 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.• 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.• 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).• 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.• 2.2.12.LF.7: Analyze the current and future impact of globalization and | |
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| | <p>technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.</p> <ul style="list-style-type: none"> • 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health. | |
| Safety (2.3) Disciplinary Concept: | | |
| <i>Core Ideas:</i> | <i>Performance Expectation:</i> | |
| Comprehensive Health and Physical Education Practices | | |
| Acting as responsible and contributing member of society Building and maintaining healthy relationships Communicating clearly and effectively (verbal and nonverbal) Resolving conflict Attending to personal health, emotional, social, and physical well-being Engaging in an active lifestyle Making decisions Managing-self Setting goals | | |

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| Using technology tools responsibly | | |
| Social and Emotional Learning: <i>Competencies</i> | Social and Emotional Learning: <i>Sub-Competencies</i> | |
| Self-Awareness | <ul style="list-style-type: none"> • Recognize one's feelings and thoughts • Recognize the impact of one's feelings and thoughts on one's own behavior • Recognize one's personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges | |
| Self-Management | <ul style="list-style-type: none"> • Understand and practice strategies for managing one's own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals | |
| Assessments (Formative) | | Assessments (Summative) |

| <i>To show evidence of meeting the standard/s, students will successfully engage within:</i> | | <i>To show evidence of meeting the standard/s, students will successfully complete:</i> | |
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| <u>Formative Assessments:</u> Teacher Observation Do Now Homework Class Participation Portfolio Discussions Quiz Journal writing Group Assessment Group Interaction/Discussion/Computer Research Self and Peer Evaluations | | <u>Benchmarks:</u> Quiz Exam <u>Summative Assessments:</u> Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments Reflective Paper Group Presentations | |
| Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i> | | | |
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |
| Include information from databases such as ERIC, Medline, PsychINFO, and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD’s pamphlets and handouts. | Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games. | Keep material concept-focused and principle-driven. Allow the use of digital translation or grouping students together. Provide multiple means of action and expression. | Include a more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought. |
| Supplemental Resources | | | |

| <p>Technology:</p> <ul style="list-style-type: none"> • Laptop • Chromebook • SmartBoard • Internet Access • Projector <p>Other:</p> <ul style="list-style-type: none"> • Soccer Balls • Footballs • Lacrosse Equipment • Hula Hoops • Rugby Balls | | | |
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| Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i> | | | |
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core |
| Include information from databases such as ERIC, Medline, PsychINFO, and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts. | Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake tests for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks. | Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionaries, and modified assessment and/or rubric. | Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities. |

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| | Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | | Holocaust Law: <i>N.J.S.A. 18A:35-28</i> | X | LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i> | | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | | Standards in Action: <i>Climate Change</i> | | Erin's Law: <i>A-769/S-1130</i> |
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| Marking Period | Unit Title | Recommended Instructional Days |
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| 1, 2, 3, 4 | Table Tennis | 45 |
| Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept: | | Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit |
| Core Ideas: | Performance Expectation: | |
| Physical Wellness (2.2) Disciplinary Concept: Movement Skills and Concepts Physical Fitness Lifelong Fitness | | |
| Core Ideas: Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities). The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance. | Performance Expectation: • 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball). • 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. • 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., | Essential Question/s: What are the rules, skills, and game strategies involved in tennis? How do teamwork and sportsmanship affect game play? How do tennis skills relate to other racket sports? How does participation in tennis improve physical fitness? How can participation in sports lead to lifetime fitness? Is all movement considered physical activity? How can understanding force and motion improve performance? How does rhythm affect movement skills in various physical activities? How does individual and group assessment improve performance? Activity Description: Class expectations Introduction to key vocabulary words Dynamic warm-up (stationary .30 seconds) Introduce forehand drill and explain the grip Divide the students into 4 four per group |

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| <p>Individual and team execution requires interaction, respect, effort, and a positive attitude.</p> <p>Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.</p> | <p>creative, cultural, social, aerobics dance, fitness).</p> <ul style="list-style-type: none"> • 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. • 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment. • 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime. • 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities. • 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness. • 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants). • 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the | <ul style="list-style-type: none"> • have student 1 serve with a forehand grip diagonally across the table to student 2. Student 2 should return to student 3 and back to student 4. <p>Game situation (focus on forehand grip)</p> <p>Stationary Dynamic Warm-up Review forehand grip Introduce backhand grip Divide the students into 4 four per group</p> <ul style="list-style-type: none"> • Have students serve using backhand grip diagonally across the table to the opposite student. Must return only using backhand grip. Student 3 and 4 immediately replaces student 1 and 2. <p>Game situation using both hand grips.</p> <p>Stationary Dynamic warm-up Review forehand and backhand grips Introduce forehand to backhand drills Game situation focus on forehand and backhand grip</p> <p>Stationary Dynamic Warm-up Review the two grips Divide the students into pairs</p> <ul style="list-style-type: none"> • Student one will start with backhand grip, while student two will return with the forehand grip. The ball will travel in a straight line across the table. <p>Game situation using both grips.</p> <p>Stationary Warm-up Review forehand and backhand grips Four to a group:</p> <ul style="list-style-type: none"> • Play one against one |
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| <p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p> <p>Community resources can support a lifetime of wellness to self and family members.</p> | <p>mind and body before, during, and after physical fitness activities.</p> <ul style="list-style-type: none"> • 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. • 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. • 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. • 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. • 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new). • 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members. • 2.2.12.LF.7: Analyze the current and future impact of globalization and | <ul style="list-style-type: none"> • Winner stays on and will serve the ball. As soon as one student loses a point, that student steps back and the next player replaces them. <p>Game Situation:</p> <ul style="list-style-type: none"> • One one One • Play to 3 points <p>Stationary Warm-Up Review forehand and backhand grips.</p> <ul style="list-style-type: none"> • Winner stays and plays (doubles) losing two moves to the right play to 7 • Game Situation (doubles) <p>Stationary Dynamic Warm-up Review forearm and backhand grips Four in a group</p> <ul style="list-style-type: none"> • Winner stays on and plays • Doubles winner will stay on and losing team moves to the right play to 7 points • Game situation (doubles tournament) play to 11 points <p>Stationary Dynamic Warm-Up Review forearm and backhand grips Four in a group</p> <ul style="list-style-type: none"> • Winner stays on and plays • Doubles winner will stay on and losing team moves to the right play to 7 points <p>Game situation (doubles tournament) play to 11 points</p> <p>Interdisciplinary Connections: MATH</p> |
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| | <p>technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.</p> <ul style="list-style-type: none"> • 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health. | <p>SCI</p> <p>New Jersey Student Learning Standards #:</p> <p>2.2.12.MSC.3 2.2.12.MSC.2 2.2.12.LF.4 2.2.12.LF.5 2.2.12.PF.2 2.2.12.PF.3 2.2.12.PF.5</p> |
| <p style="text-align: center;">Safety (2.3) Disciplinary Concept:</p> | | |
| <i>Core Ideas:</i> | <i>Performance Expectation:</i> | |
| <p style="text-align: center;">Comprehensive Health and Physical Education Practices</p> | | |
| <p>Acting as responsible and contributing member of society</p> <p>Building and maintaining healthy relationships</p> <p>Communicating clearly and effectively (verbal and nonverbal)</p> <p>Resolving conflict</p> <p>Attending to personal health, emotional, social, and physical well-being</p> <p>Engaging in an active lifestyle</p> <p>Making decisions</p> <p>Managing-self</p> <p>Setting goals</p> | | |

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| Using technology tools responsibly | | |
| Social and Emotional Learning: <i>Competencies</i> | Social and Emotional Learning: <i>Sub-Competencies</i> | |
| Self-Awareness | <ul style="list-style-type: none"> • Recognize one's feelings and thoughts • Recognize the impact of one's feelings and thoughts on one's own behavior • Recognize one's personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges | |
| Self-Management | <ul style="list-style-type: none"> • Understand and practice strategies for managing one's own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals | |
| Assessments (Formative) | | Assessments (Summative) |

| <i>To show evidence of meeting the standard/s, students will successfully engage within:</i> | | <i>To show evidence of meeting the standard/s, students will successfully complete:</i> | |
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| <u>Formative Assessments:</u> Teacher Observation Do Now Homework Class Participation Portfolio Discussions Quiz Journal writing Group Assessment Group Interaction/Discussion/Computer Research Self and Peer Evaluations | | <u>Benchmarks:</u> Quiz Exam <u>Summative Assessments:</u> Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments Reflective Paper Group Presentations | |
| Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i> | | | |
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |
| Include information from databases such as ERIC, Medline, PsychINFO, and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD’s pamphlets and handouts. | Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games. | Keep material concept-focused and principle-driven. Allow the use of digital translation or grouping students together. Provide multiple means of action and expression. | Include a more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought. |
| Supplemental Resources | | | |

| Technology: <ul style="list-style-type: none"> • Laptop • Chromebook • SmartBoard • Internet Access • Projector Other: <ul style="list-style-type: none"> • Table Tennis Paddles • Table Tennis Balls | | | |
|--|---|---|---|
| Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i> | | | |
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core |
| Include information from databases such as ERIC, Medline, PsychINFO, and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts. | Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake tests for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks. | Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionaries, and modified assessment and/or rubric. | Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities. |

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| Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | Holocaust Law: <i>N.J.S.A.</i> | LGBT and Disabilities Law: <i>N.J.S.A.</i> | Diversity & Inclusion: <i>N.J.S.A.</i> | Standards in Action: <i>Climate Change</i> | Erin's Law: <i>A-769/S-1130</i> |
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| | | | <i>18A:35-28</i> | | <i>18A:35-4.35</i> | | <i>18A:35-4.36a</i> | | | |
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| Marking Period | Unit Title | | Recommended Instructional Days |
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| 1, 2, 3, 4 | Wellness Room | | 45 |
| Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept: | | Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit | |
| Core Ideas: | Performance Expectation: | | |
| Physical Wellness (2.2) Disciplinary Concept: Movement Skills and Concepts Physical Fitness Lifelong Fitness | | | |
| Core Ideas: Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities). The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance. | Performance Expectation: • 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball). • 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. • 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., | <u>Essential Question/s:</u> How does one know that a fitness plan is effective? How does physical fitness enhance your ability to have a successful life? How does my health benefit from being physically fit? How does fitness affect my body? What is HIIT? How can yoga benefit my overall health? How can participation in sports lead to lifetime fitness? Is all movement considered physical activity? How can understanding force and motion improve performance? How does rhythm affect movement skills in various physical activities? How does individual and group assessment improve performance? <u>Activity Description:</u> Safety Rules, Familiarity with the room, class expectations, major muscle groups, difference between reps and sets, difference between high and low intensity workouts, flexibility, and cardio. | |

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| <p>Individual and team execution requires interaction, respect, effort, and a positive attitude.</p> | <p>creative, cultural, social, aerobics dance, fitness).</p> <ul style="list-style-type: none"> • 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. • 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment. | <p>Activities: Warm up routine, and body weight activities, target 5 to 6 exercises, and finish with an Ab finisher. Fitness: Warm-up, cardio/ muscular endurance.</p> <p>Review safety rules, basic skills of using dumbbells, kettlebell, barbells, treadmills, jump ropes. Concept of a workout plan, where do we get our energy from, and hydration. Activities: Perform the designed workout. Fitness: Warm-up, cardio/muscular endurance.</p> |
| <p>Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.</p> | <ul style="list-style-type: none"> • 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime. • 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities. • 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness. • 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants). • 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the | <p>Basic fundamentals of HIIT workouts. HIIT can focus on specific muscles or total body. Importance of drinking enough water. Activities: Perform the designed workout. Fitness: Warm-up, cardio/muscular endurance.</p> <p>Introduction to resistance bands. Demonstrate and discuss the benefits of adding band to training. Activities: Take part in class discussion, follow the designated workout of the day. Fitness: Warm-up, cardiovascular, and muscular endurance.</p> <p>Introduction to kettlebells and performing a kettlebell routine. Demonstrate different ways to use the HBs and focus on technique. Activities: Main focus is technique/follow the designated workout of the day. Fitness: Warm-up, cardiovascular, and muscular endurance.</p> <p>Basic fundamentals skills of barbell and dumbbells exercises in order to participate in weight training. Demonstrate exercise with focus on technique. Activities: Follow the designated workout of the day/focus on the technique during lifts. Fitness: Warm-up, cardiovascular, and muscular endurance.</p> |

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| <p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p> <p>Community resources can support a lifetime of wellness to self and family members.</p> | <p>mind and body before, during, and after physical fitness activities.</p> <ul style="list-style-type: none"> • 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. • 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. • 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. • 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. • 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new). • 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members. • 2.2.12.LF.7: Analyze the current and future impact of globalization and | <p>Introduction to yoga/stretching routine. Show and learn different movements and add them to the daily routine. Discuss the benefits of stretching/yoga. Activities: Follow the designated workout of the day. Fitness: Warm-up, cardiovascular, and muscular endurance.</p> <p>Introduction on how to implement full body workout without focusing on one specific muscle group. Show examples. Activities: Follow the designated workout of the day. Fitness: Warm-up, cardiovascular, and muscular endurance.</p> <p>Interdisciplinary Connections: MATH SCI</p> <p>New Jersey Student Learning Standards #: 2.2.12.MSC.3 2.2.12.MSC.2 2.2.12.LF.4 2.2.12.LF.5 2.2.12.PF.2 2.2.12.PF.3 2.2.12.PF.5</p> |
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| | <p>technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.</p> <ul style="list-style-type: none"> • 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health. | |
| <p>Safety (2.3) Disciplinary Concept:</p> | | |
| <i>Core Ideas:</i> | <i>Performance Expectation:</i> | |
| <p>Comprehensive Health and Physical Education Practices</p> | | |
| <p>Acting as responsible and contributing member of society</p> <p>Building and maintaining healthy relationships</p> <p>Communicating clearly and effectively (verbal and nonverbal)</p> <p>Resolving conflict</p> <p>Attending to personal health, emotional, social, and physical well-being</p> <p>Engaging in an active lifestyle</p> <p>Making decisions</p> <p>Managing-self</p> <p>Setting goals</p> | | |

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| Using technology tools responsibly | | |
| Social and Emotional Learning: <i>Competencies</i> | Social and Emotional Learning: <i>Sub-Competencies</i> | |
| Self-Awareness | <ul style="list-style-type: none"> • Recognize one's feelings and thoughts • Recognize the impact of one's feelings and thoughts on one's own behavior • Recognize one's personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges | |
| Self-Management | <ul style="list-style-type: none"> • Understand and practice strategies for managing one's own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals | |
| Assessments (Formative) | | Assessments (Summative) |

| <i>To show evidence of meeting the standard/s, students will successfully engage within:</i> | | <i>To show evidence of meeting the standard/s, students will successfully complete:</i> | |
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| <u>Formative Assessments:</u> Teacher Observation Do Now Homework Class Participation Portfolio Discussions Quiz Journal writing Group Assessment Group Interaction/Discussion/Computer Research Self and Peer Evaluations | | <u>Benchmarks:</u> Quiz Exam <u>Summative Assessments:</u> Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments Reflective Paper Group Presentations | |
| Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i> | | | |
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |
| Include information from databases such as ERIC, Medline, PsychINFO, and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD’s pamphlets and handouts. | Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games. | Keep material concept-focused and principle-driven. Allow the use of digital translation or grouping students together. Provide multiple means of action and expression. | Include a more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought. |
| Supplemental Resources | | | |

| Technology: <ul style="list-style-type: none"> Laptop Chromebook SmartBoard Internet Access Projector Other: <ul style="list-style-type: none"> Various Gym Equipment | | | |
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| Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i> | | | |
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core |
| Include information from databases such as ERIC, Medline, PsychINFO, and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts. | Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake tests for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks. | Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionaries, and modified assessment and/or rubric. | Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities. |

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| Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | Holocaust Law: <i>N.J.S.A. 18A:35-28</i> | LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i> | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | Standards in Action: <i>Climate Change</i> | Erin's Law: <i>A-769/S-1130</i> |
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Bayonne Board of Education
Comprehensive Health and Physical Education
Grade: 9-12

Dev. Date:
9/20

| Marking Period | Unit Title | Recommended Instructional Days |
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| 1, 2, 3, 4 | Weight Room | 45 |
| Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept: | | Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit |
| Core Ideas: | Performance Expectation: | |
| Physical Wellness (2.2) Disciplinary Concept: Movement Skills and Concepts Physical Fitness Lifelong Fitness | | |
| Core Ideas: | Performance Expectation: | |
| Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities). | <ul style="list-style-type: none">• 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).• 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. | <u>Essential Question/s:</u> How can participating in a strength training program impact my life? What are the components of a comprehensive strength training program? What is strength and why is it important for overall health? How can participation in sports lead to lifetime fitness? Is all movement considered physical activity? How can understanding force and motion improve performance? How does rhythm affect movement skills in various physical activities? How does individual and group assessment improve performance? |
| The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance. | <ul style="list-style-type: none">• 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., | <u>Activity Description:</u> Basic fundamentals skills (body weight exercises) in order to participate in weight training activities Body Weight exercises (squats, sit-ups, push-ups, burpees, lunges). |

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| <p>Individual and team execution requires interaction, respect, effort, and a positive attitude.</p> <p>Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.</p> | <p>creative, cultural, social, aerobics dance, fitness).</p> <ul style="list-style-type: none"> • 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. • 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment. • 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime. • 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities. • 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness. • 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants). • 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the | <p>Safety Rules for Weight Room (spatial awareness, have a spotter, warm-up properly, know your limits, train smart, respect equipment, respect others, etc.)</p> <p>Learn the Major Muscle Groups</p> <p>Learn Set/Reps - Time (F.I.T.T. principle) and the concept of planning out your workout routine(s)</p> <p>Learn Hydration</p> <p>Learn about breathing and oxygen's vital role in weight lifting.</p> <p>Activities- Develop a warm-up routine. Target 5 keystone body weight activities that all students should be able to perform before starting to lift weights.</p> <p>Fitness: Dynamic Warm-up, Cardiovascular Endurance, and Muscular Endurance.</p> <p>Basic fundamentals skills (resistance band exercises) in order to participate in weight training.</p> <p>Resistance Band Style Lifts (Major Muscle Groups)</p> <p>Highlight a specific muscle group each day.</p> <p>Demonstrate at least 5 exercises that can be used to target each group.</p> <p>Learn energy systems: carbohydrates, lipids, and proteins (calories)</p> <p>Activities - Perform the exercises demonstrated, following the teachers guided workout program.</p> <p>Basic fundamentals skills (barbell exercises) in order to participate in weight training.</p> <p>Dumbbell Style Lifts (Major Muscle Groups)</p> |
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| <p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p> <p>Community resources can support a lifetime of wellness to self and family members.</p> | <p>mind and body before, during, and after physical fitness activities.</p> <ul style="list-style-type: none"> • 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. • 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. • 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. • 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. • 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new). • 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members. | <p>Highlight a specific muscle group each day.</p> <p>Demonstrate at least 5 exercises that can be used to target each group.</p> <p>Learn about Intensity (F.I.T.T. principle) - Target HR/ Maximum HR - - Heart Health</p> <p>Basic fundamentals skills (resistance band exercises) in order to participate in weight training.</p> <p>Barbell Style Lifts (Major Muscle Groups)</p> <p>Learn about the concept of selecting the specific TYPE (F.I.T.T. principle) of exercising you intend to focus on. (i.e. fitness component goals).</p> <p>Basic fundamentals skills (concentric/eccentric movement) in order to participate in weight training.</p> <p>Explore 4 Day Workout Routine (Pushing/Pulling Muscle Groups)</p> <p>Learn about the idea behind a 4 day split for weight training. Working to understand how to plan out the week in order to perform 2 days of push exercises and 2 days of pull exercises.</p> <p>Learn about the benefits of yoga and static stretching. Discuss the timing of when these styles of fitness should be applied or can be applied.</p> <p>Learn different exercises and movements that enable an individual to increase Flexibility.</p> <p>Basic fundamentals skills (cardiovascular endurance) in order to participate in weight training.</p> <p>Endurance style lifts. CrossFit. H.I.I.T. (High Intensity Interval Training), Tabata, etc.</p> <p>Practice a different routine 3 days out of the week. (Mon./Wed./Fri.</p> |
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| | <ul style="list-style-type: none"> • 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections. • 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health. | <p>Review Core workout routine and Flexibility routines on “off” days (Tuesday/Thursday).</p> <p>Basic fundamentals skills (Full Body Split) in order to participate in weight training.</p> <p>Discuss the idea of performing a full body workout. Review some new fun exercises.</p> <p>Learn about active recovery vs rest.</p> <p>Learn about the benefits of a full body split.</p> |
| <p>Safety (2.3) Disciplinary Concept:</p> | | |
| <i>Core Ideas:</i> | <i>Performance Expectation:</i> | <p>Interdisciplinary Connections: MATH SCI</p> |
| <p>Comprehensive Health and Physical Education Practices</p> | | <p>New Jersey Student Learning Standards #: 2.2.12.MSC.3 2.2.12.MSC.2 2.2.12.LF.4 2.2.12.LF.5 2.2.12.PF.2 2.2.12.PF.3 2.2.12.PF.5</p> |
| <p>Acting as responsible and contributing member of society</p> <p>Building and maintaining healthy relationships</p> <p>Communicating clearly and effectively (verbal and nonverbal)</p> <p>Resolving conflict</p> <p>Attending to personal health, emotional, social, and physical well-being</p> <p>Engaging in an active lifestyle</p> <p>Making decisions</p> <p>Managing-self</p> | | |

| Setting goals | | |
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| Using technology tools responsibly | | |
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| Social and Emotional Learning: <i>Competencies</i> | Social and Emotional Learning: <i>Sub-Competencies</i> | |
| Self-Awareness | <ul style="list-style-type: none">• Recognize one’s feelings and thoughts• Recognize the impact of one’s feelings and thoughts on one’s own behavior• Recognize one’s personal traits, strengths, and limitations• Recognize the importance of self-confidence in handling daily tasks and challenges | |
| Self-Management | <ul style="list-style-type: none">• Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors• Recognize the skills needed to establish and achieve personal and educational goals• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals | |

| Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i> | | Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i> | |
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| <u>Formative Assessments:</u> Teacher Observation Do Now Homework Class Participation Portfolio Discussions Quiz Journal writing Group Assessment Group Interaction/Discussion/Computer Research Self and Peer Evaluations | | <u>Benchmarks:</u> Quiz Exam <u>Summative Assessments:</u> Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments Reflective Paper Group Presentations | |
| Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i> | | | |
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |
| Include information from databases such as ERIC, Medline, PsychINFO, and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts. | Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games. | Keep material concept-focused and principle-driven. Allow the use of digital translation or grouping students together. Provide multiple means of action and expression. | Include a more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought. |
| Supplemental Resources | | | |

| Technology: <ul style="list-style-type: none"> Laptop Chromebook SmartBoard Internet Access Projector Other: <ul style="list-style-type: none"> Various Gym Equipment | | | |
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| Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i> | | | |
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core |
| Include information from databases such as ERIC, Medline, PsychINFO, and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts. | Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake tests for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks. | Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionaries, and modified assessment and/or rubric. | Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities. |

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| Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | Holocaust Law: <i>N.J.S.A. 18A:35-28</i> | LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i> | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | Standards in Action: <i>Climate Change</i> | Erin's Law: <i>A-769/S-1130</i> |
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Bayonne Board of Education
Comprehensive Health and Physical Education
Grade: 9-12

Dev. Date:
9/20

| Marking Period | Unit Title | Recommended Instructional Days |
|---|---|--|
| 1, 2, 3, 4 | Volleyball | 45 |
| Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept: | | Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit |
| Core Ideas: | Performance Expectation: | |
| Physical Wellness (2.2) Disciplinary Concept: Movement Skills and Concepts Physical Fitness Lifelong Fitness | | |
| Core Ideas: | Performance Expectation: | |
| Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities). | <ul style="list-style-type: none">2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. | <u>Essential Question/s:</u> What components of fitness does volleyball encompass? What do balance, coordination, and flexibility have to do with the concepts and performance of volleyball? How can volleyball increase the fitness level of each individual? How can participation in sports lead to lifetime fitness? Is all movement considered physical activity? How can understanding force and motion improve performance? How does rhythm affect movement skills in various physical activities? How does individual and group assessment improve performance? |
| The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance. | <ul style="list-style-type: none">2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., | <u>Activity Description:</u> Warm Up Dynamic Warm Up Knee Hi Run Butt Kick Run Lunges |

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| <p>Individual and team execution requires interaction, respect, effort, and a positive attitude.</p> <p>Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.</p> | <p>creative, cultural, social, aerobics dance, fitness).</p> <ul style="list-style-type: none"> • 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. • 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment. • 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime. • 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities. • 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness. • 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants). • 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the | <p>Side Step Power Skip Walk on Tip Toes Walk on Heels Three Side Steps and Sprint Introduction to the Forearm Pass Practice assuming correct passing "ready" position Face and focus on the oncoming ball Hand - in - hand with wrists together Arms away from body with a good platform, elbows straight, thumbs to the floor Partner Passing Tosser/Target Partner is at the attack line and tosser/target is at the net Goal Pass a prescribed number of balls and then change target with passer Toss/Target tosses ball underhand to the passer, give target by raising hand above head As passer improves, he/she moves back to the middle of the court and then to the end line. Make five successful passes from each location then switch roles. Game Situation Pass to teammate with forearm pass over the net.</p> <p>Review Forearm Pass Partner Passing Correct Position Passer is at attack line and tosser/target at the net Pass a prescribed number of balls and then change target with passer Pass the ball over the net with control Introduction to Setting (Overhead Pass) Assume setting position Form triangle with fingers Thumbs around the ball above forehead Elbows are slightly forward Right foot slightly forward (if right handed) Partner Passing</p> |
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| <p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p> <p>Community resources can support a lifetime of wellness to self and family members.</p> | <p>mind and body before, during, and after physical fitness activities.</p> <ul style="list-style-type: none"> • 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. • 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. • 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. • 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. • 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new). • 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members. | <p>Same drill as with forearm pass; however , ball is tossed so that the passer receives it overhead Toss to yourself, then pass to partner Toss with a bounce Pass without a bounce</p> <p>Game Situation Pass to teammate and forearm or set the ball over the net</p> <p>Review Forearm Pass Partner Passing Correct arm and wrist position Good platform, thumbs down to the floor Passing in close over the net with control Two Touch Forearm pass to oneself, then to partner over the net</p> <p>Review Setting Setting position - good technique Partner Passing Ball is tossed so the passer receives the ball overhead Setter is at the attack line, tosser/target is at the net After 5 successful sets, setter moves to the middle of the court, then proceed to the end line Rotate setter to tosser/target</p> <p>Introduce The Serve Demonstrate and introduce the underhand serve (low skilled) and the floater serve Partner Serving Stress the contact of the ball Correct footwork Serve in close to the net, middle of the net, end line</p> <p>Game Situation Play using the short court Serve over the net Receiving team uses 3 passes to return the ball</p> <p>Review Forearm Pass Partner Passing</p> |
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| | <ul style="list-style-type: none"> • 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections. • 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health. | <p>One touch over the net Two touches over the net Review Setting (Overhead Pass) Emphasize good technique Partner Passing Overhead Pass using one touch over the net Two touches - one to yourself and then one to your partner Review Serving Underhand serve (low skilled) and floater serve (more advanced) Partners Serve in close, then to the middle of the court, then to the end line Serve 5 from each area</p> |
| <p>Safety (2.3) Disciplinary Concept:</p> | | <p>Introduce Spiking Demonstrate arm swing and spiking motion Hitter performs motion and strikes the ball Keep the elbow up by one's ear Hitter follows hit, shags ball and goes to the end of the end Game Situation Short Court - include serving and using 3 contacts to get the ball over the net</p> |
| <i>Core Ideas:</i> | <i>Performance Expectation:</i> | |
| <p>Comprehensive Health and Physical Education Practices</p> | | |
| <p>Acting as responsible and contributing member of society Building and maintaining healthy relationships Communicating clearly and effectively (verbal and nonverbal) Resolving conflict Attending to personal health, emotional, social, and physical well-being Engaging in an active lifestyle Making decisions Managing-self</p> | | <p>Review Forearm Pass and Setting Stress good platform for the forearm pass Stress follow thru on the overhead pass Partner Passing 4 students to a group 2 on each side of the net Work as a team Two touch over the net Use forearm and overhead pass Team Concept Introduce The Rotation Set up 6 students on each side of the net 3 in the front row (LF, M, RF) 3 in the back row (LB, MB, RB) Right Back (RB) position serves the ball over the net Three contacts to return the ball</p> |

| <p>Setting goals</p> <p>Using technology tools responsibly</p> | | <p>When serving the team rotates one position to the right</p> <p>Game Situation</p> <p>Team Concept</p> <p>Play Short Court</p> <p>21 points</p> <p>Review Serving</p> <p>Partners</p> <p>Serve in close to the net, middle of the court, to the end line</p> <p>5 good serves from each area</p> <p>Review Spiking</p> <p>Practice arm swing, spiking motion , footwork</p> <p>Perform motion and spike ball</p> <p>Roll shot, tips full swing</p> <p>Hitter follows hit, shag ball, goes to end of the line</p> <p>Game Situation</p> <p>Team Concept</p> <p>6 against 6</p> <p>3 contacts</p> <p>proper position</p> <p>rotate</p> <p>Introduce Blocking</p> <p>Partners line up on opposite sides of the net</p> <p>Jump up and try to touch hands over the net, without touching the net</p> <p>Net may be lowered to get the concept</p> <p>Fingers are spread, keep elbows up</p> <p>Review Spiking</p> <p>Roll shot, tips and full swing</p> <p>Game Situation</p> <p>Team Concept</p> <p>6 against 6</p> <p>Passing, Setting, Hitting and Blocking</p> <p>Full Court</p> <p>Review Serve, Pass and Spike</p> <p>3 on 3 on a side of the court</p> <p>Pass, set, hit playing the ball over the net</p> |
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| <p>Social and Emotional Learning: <i>Competencies</i></p> | | <p>Social and Emotional Learning: <i>Sub-Competencies</i></p> |
| Self-Awareness | <ul style="list-style-type: none"> • Recognize one's feelings and thoughts • Recognize the impact of one's feelings and thoughts on one's own behavior • Recognize one's personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges | |
| Self-Management | <ul style="list-style-type: none"> • Understand and practice strategies for managing one's own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals | |

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| | | <p>Game Situation Team Concept Review rotation 6 on 6 Passing, Setting, Hitting and Blocking 25 points</p> <p>Interdisciplinary Connections: MATH SCI</p> <p>New Jersey Student Learning Standards #: 2.2.12.MSC.3 2.2.12.MSC.2 2.2.12.LF.4 2.2.12.LF.5 2.2.12.PF.2</p> |
| <p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p> | | <p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p> |
| <p><u>Formative Assessments:</u> Teacher Observation</p> | | <p><u>Benchmarks:</u> Quiz</p> |

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| Do Now Homework Class Participation Portfolio Discussions Quiz Journal writing Group Assessment Group Interaction/Discussion/Computer Research Self and Peer Evaluations | Exam <u>Summative Assessments:</u> Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments Reflective Paper Group Presentations | | |
| Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i> | | | |
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |
| Include information from databases such as ERIC, Medline, PsychINFO, and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD’s pamphlets and handouts. | Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games. | Keep material concept-focused and principle-driven. Allow the use of digital translation or grouping students together. Provide multiple means of action and expression. | Include a more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought. |
| Supplemental Resources | | | |
| Technology: <ul style="list-style-type: none">● Laptop● Chromebook● SmartBoard● Internet Access | | | |

| <ul style="list-style-type: none"> • Projector Technology: <ul style="list-style-type: none"> • Volleyballs • Volleyball Nets | | | |
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| Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i> | | | |
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core |
| Include information from databases such as ERIC, Medline, PsychINFO, and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts. | Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake tests for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks. | Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionaries, and modified assessment and/or rubric. | Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities. |

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| Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | Holocaust Law: <i>N.J.S.A. 18A:35-28</i> | LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i> | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | Standards in Action: <i>Climate Change</i> | Erin's Law: <i>A-769/S-1130</i> |
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| Marking Period | Unit Title | | Recommended Instructional Days |
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| 1, 2, 3, 4 | Basketball | | 45 |
| Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept: | | Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit | |
| Core Ideas: | Performance Expectation: | | |
| Physical Wellness (2.2) Disciplinary Concept: Movement Skills and Concepts Physical Fitness Lifelong Fitness | | | |
| Core Ideas: Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities). The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance. | Performance Expectation: • 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball). • 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. • 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., | <u>Essential Question/s:</u> What components of fitness does basketball encompass? What do balance, coordination, and flexibility have to do with the concepts and performance of basketball? How can basketball increase the fitness level of each individual? What are the skills needed to advance the basketball? What positioning is needed to rebound the ball? What are the different types of shots in basketball? What is offensive strategy? What is defensive strategy? What are the skills needed in order to be a good teammate? How can participation in sports lead to lifetime fitness? Is all movement considered physical activity? How can understanding force and motion improve performance? How does rhythm affect movement skills in various physical activities? How does individual and group assessment improve performance? <u>Activity Description:</u> | |

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| <p>Individual and team execution requires interaction, respect, effort, and a positive attitude.</p> | <p>creative, cultural, social, aerobics dance, fitness).</p> <ul style="list-style-type: none"> • 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. • 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment. | <p>Basic fundamentals skills (dribble, pass, shot selection) in order to participate in game play.</p> <p>Different shooting types (layup and foul shot).</p> <p>Court boundaries the baseline, sideline, and half court line. Game violations/penalties (traveling, double dribble).</p> <p>Safety rules and Sportsmanship</p> <p>Activities- Shooting Drills and Dribbling Drills</p> <p>Fitness: Dynamic stretch</p> |
| <p>Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.</p> | <ul style="list-style-type: none"> • 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime. • 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities. • 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness. • 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants). • 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the | <p>Basic fundamentals Drills (dribble, pass, shot selection) in order to participate in game play.</p> <p>Shot selection (layup, jump shot, foul shot).</p> <p>Offense spacing and on ball defensive.</p> <p>Game violations/penalties (traveling, double dribble, fouling, charging, carrying) during game play.</p> <p>Safety rules and Sportsmanship</p> <p>Activities - Knockout, 2-ball, Shooting Drills, and Dribbling Drills</p> <p>Fitness: Dynamic stretch, Plyometric drills</p> <p>Basic fundamentals Drills (dribble, pass, shot selection) in order to participate in game play.</p> <p>Shot selection (layup, jump shot, foul shot, 3 point shot).</p> <p>Ball movement on offense and defensive positioning.</p> |

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| <p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p> | <p>mind and body before, during, and after physical fitness activities.</p> <ul style="list-style-type: none"> • 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. • 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. • 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. • 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. • 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new). | <p>Game violations/penalties (traveling, double dribble, charging, carrying and different types of fouls) during game play.</p> <p>Safety rules and Sportsmanship</p> <p>Activities- 1 on 1 half court, Knockout, 2-ball, Shooting Drills, and Dribbling Drills</p> <p>Fitness: Dynamic stretch, agility drills</p> <p>Basic fundamentals Drills (dribble, pass, shot selection) in order to participate in game play.</p> <p>Shot selection (layup, jump shot, foul shot, 3 point shot).</p> <p>Ball movement and spacing on offense and on ball defensive and defensive positioning.</p> <p>Game violations/penalties (traveling, double dribble, charging, carrying and different types of fouls) during game play.</p> <p>Safety rules and Sportsmanship</p> <p>Activities - 1 on 1 half court, 2 on 2 half court, Knockout, Dribble Knockout, Hot Spot Competition , 2-ball, Shooting Drills, and Dribbling Drills</p> <p>Fitness: Dynamic stretch, functional basketball strength exercises</p> <p>Intermediate fundamentals Drills (dribble, pass, shot selection) in order to participate in game play.</p> <p>Shot selection (layup, jump shot, foul shot, 3 point shot, shooting off the dribble).</p> <p>Ball movement, spacing, and cutting on offense, and defensive positioning and on ball defensive.</p> |
| <p>Community resources can support a lifetime of wellness to self and family members.</p> | <ul style="list-style-type: none"> • 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members. • 2.2.12.LF.7: Analyze the current and future impact of globalization and | |

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| | <p>technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.</p> <p>• 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.</p> | <p>Game violations/penalties (traveling, double dribble, charging, carrying, different types of fouls) during game play.</p> <p>Activities- 2 on 2 half court, 3 on 3 half court, transition offense and defense drills, Knockout, Dribble Knockout, Hot Spot Competition, Team shooting Competition, 2-ball, Shooting Drills, and Dribbling Drills</p> <p>Fitness: Dynamic stretch, functional basketball core exercises</p> <p>Intermediate fundamentals Drills (dribble, pass, shot selection) in order to participate in game play.</p> |
| <p>Safety (2.3) Disciplinary Concept:</p> | | <p>Shot selection (layup, jump shot, foul shot, 3 point shot, shooting off the dribble).</p> |
| <p>Core Ideas:</p> | <p>Performance Expectation:</p> | <p>Ball movement, spacing, screening, and cutting on offense, and defensive positioning and on ball defensive.</p> |
| <p>Comprehensive Health and Physical Education Practices</p> | | <p>Game violations/penalties (traveling, double dribble, charging, carrying, different types of fouls) during game play.</p> |
| <p>Acting as responsible and contributing member of society</p> <p>Building and maintaining healthy relationships</p> <p>Communicating clearly and effectively (verbal and nonverbal)</p> <p>Resolving conflict</p> <p>Attending to personal health, emotional, social, and physical well-being</p> <p>Engaging in an active lifestyle</p> <p>Making decisions</p> <p>Managing-self</p> <p>Setting goals</p> | | <p>Activities- 3 on 3 half court, transition offense and defense drills, Knockout, Dribble Knockout, Hot Spot Competition, Team shooting Competition, 2-ball, Shooting Drills, and Dribbling Drills</p> <p>Fitness: Dynamic stretch, functional basketball core exercises, agility drills, and plyometric drills</p> <p>Intermediate fundamentals Drills (dribble, pass, shot selection) in order to participate in game play.</p> <p>Shot selection (different types of layup, jump shot, foul shot, 3 point shot, shooting off the dribble).</p> <p>Ball movement, spacing, screening, and cutting on offense, and defensive positioning, boxing out, and on ball defensive.</p> |

| Using technology tools responsibly | | <p>Game violations/penalties (traveling, double dribble, charging, carrying, different types of fouls) during game play.</p> <p>Activities- full court 5 on 5, transition offense and defense drills, Knockout, Dribble Knockout, Hot Spot Competition, Team shooting Competition, 2-ball, Shooting Drills, and Dribbling Drills</p> <p>Fitness: Dynamic stretch, functional basketball core exercises, agility drills, and plyometric drills</p> |
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| Social and Emotional Learning: <i>Competencies</i> | Social and Emotional Learning: <i>Sub-Competencies</i> | <p>Intermediate fundamentals Drills (dribble, pass, shot selection) in order to participate in game play.</p> |
| Self-Awareness | <ul style="list-style-type: none"> • Recognize one's feelings and thoughts • Recognize the impact of one's feelings and thoughts on one's own behavior • Recognize one's personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges | <p>Shot selection (different types of layup, jump shot, foul shot, 3 point shot, shooting off the dribble).</p> <p>Pick and roll, ball movement, spacing, screening, and cutting on offense, and defensive positioning, boxing out, and on ball defensive.</p> <p>Game violations/penalties (traveling, double dribble, charging, carrying, different types of fouls, 3 second, and 5 second violations) during game play.</p> |
| Self-Management | <ul style="list-style-type: none"> • Understand and practice strategies for managing one's own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals | <p>Activities- Full court 5 on 5 tournament</p> <p>Fitness: Dynamic stretch</p> <p>Interdisciplinary Connections: MATH SCI</p> <p>New Jersey Student Learning Standards #: 2.2.12.MSC.3 2.2.12.MSC.2 2.2.12.LF.4 2.2.12.LF.5 2.2.12.PF.2</p> |

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| Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i> | | Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i> |
| <u>Formative Assessments:</u> Teacher Observation Do Now Homework Class Participation Portfolio Discussions Quiz Journal writing Group Assessment Group Interaction/Discussion/Computer Research Self and Peer Evaluations | | <u>Benchmarks:</u> Quiz Exam <u>Summative Assessments:</u> Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments Reflective Paper Group Presentations |
| Differentiated Student Access to Content: Teaching and Learning Resources/Materials | | |
| Core Resources | Alternate Core Resources | ELL Core Resources |
| | | Gifted & Talented Core Resources |

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| | <i>IEP/504/At-Risk/ESL</i> | | |
| Include information from databases such as ERIC, Medline, PsychINFO, and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts. | Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games. | Keep material concept-focused and principle-driven. Allow the use of digital translation or grouping students together. Provide multiple means of action and expression. | Include a more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought. |
| Supplemental Resources | | | |
| Technology: <ul style="list-style-type: none"> • Laptop • Chromebook • SmartBoard • Internet Access • Projector Other: <ul style="list-style-type: none"> • Basketballs • Basketball Nets • Cones | | | |
| Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i> | | | |
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core |
| Include information from databases such as ERIC, Medline, PsychINFO, and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics | Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, | Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials | Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based |

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| including DVD's pamphlets and handouts. | additional examples, modeling, etc.), modify test content and/or format, allow students to retake tests for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks. | including use of online bilingual dictionaries, and modified assessment and/or rubric. | extension activities, and connect students to related talent development opportunities. |
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| | Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | | Holocaust Law: <i>N.J.S.A. 18A:35-28</i> | | LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i> | | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | | Standards in Action: <i>Climate Change</i> | | Erin's Law: <i>A-769/S-1130</i> |
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| Marking Period | Unit Title | | Recommended Instructional Days |
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| 1, 2, 3, 4 | Ice Skating | | 45 |
| Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept: | | Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit | |
| Core Ideas: | Performance Expectation: | | |
| Physical Wellness (2.2) Disciplinary Concept: Movement Skills and Concepts Physical Fitness Lifelong Fitness | | | |
| Core Ideas: Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities). The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance. | Performance Expectation: • 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball). • 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. • 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., | Essential Question/s: What is the importance of tying my skates properly? What is the proper way to skate going forward using hockey skates/figure skates? What part of the foot should be used to push off? What is the proper form for skating backwards? What should my hips do while skating backwards? What shape should my feet make when skating backwards? What is the proper form for stopping while skating? What are the different methods of stopping? What do I want to avoid when stopping? Why is it important that I learn how to stop? How can participation in sports lead to lifetime fitness? Is all movement considered physical activity? How can understanding force and motion improve performance? How does rhythm affect movement skills in various physical activities? How does individual and group assessment improve performance? What contributions have African American athletes such as Debi Thomas, Ryan Reaves, and Shani Davis made to sports? | |

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| <p>Individual and team execution requires interaction, respect, effort, and a positive attitude.</p> <p>Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.</p> | <p>creative, cultural, social, aerobics dance, fitness).</p> <ul style="list-style-type: none"> • 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. • 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment. • 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime. • 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities. • 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness. • 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants). • 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the | <p>What contributions have LGBTQ athletes such as Adam Ripon and Brittany Bowe made to skating?</p> <p><u>Activity Description:</u></p> <p>Safety, Balance, Falling, and Familiarity With Rink Students learn how to size and tie skates properly, brace while falling, balance on skates while stationary, and use certain areas of ice surface/rink to balance while moving.</p> <p>Balance, Mobility, Forward Skating, and Base Fitness Levels Students will continue to learn how to balance (two feet and one foot), complete timed fitness tests, learn the basics of skating forward, and use markings on the ice for base skill tests.</p> <p>Forward Skating, Fitness Testing, and Turning Students will continue to learn forward skating skills along with fitness testing, and begin learning how to shift body weight to turn</p> <p>Forward Skating and Turning Students will continue to improve forward skating skills, turning by shifting body weight, and begin crossing one foot in front of the other to turn</p> <p>Turning, Backwards Skating, and Fitness Testing Students will continue practicing how to turn by using body weight and crossovers using cones and ice markings, start to practice skating backwards, and compare fitness levels with base tests taken in week 2</p> <p>Backwards Skating, Turning While Skating Backwards, and Stopping Students will continue to practice backwards skating while also beginning to incorporate wide turns while skating backwards utilizing markings on the ice</p> |
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| <p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p> <p>Community resources can support a lifetime of wellness to self and family members.</p> | <p>mind and body before, during, and after physical fitness activities.</p> <ul style="list-style-type: none"> • 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. • 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. • 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. • 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. • 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new). • 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members. • 2.2.12.LF.7: Analyze the current and future impact of globalization and | <p>and cones. Students will start learning how to stop while skating using V-stop and/or hockey stop.</p> <p>Backwards Turning and Stopping Students will continue to practice backwards turns and stopping. Students will be challenged to stop in shorter distances as they become more comfortable with the skill.</p> <p>Fitness and Skill Testing Students will complete various skill tests and complete a final fitness test to compare with the week 2 base test.</p> <p>Discuss the contributions have African American athletes such as Debi Thomas, Ryan Reaves, and Shani Davis made to sports. (<i>Amistad Law: N.J.S.A. 18A 52:16A-88</i>)</p> <p>Discuss the contributions have LGBTQ athletes such as Adam Ripon and Brittany Bowe made to sports. (<i>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35</i>)</p> <p>Interdisciplinary Connections: MATH SCI SS</p> <p>New Jersey Student Learning Standards #: 2.2.12.MSC.3 2.2.12.MSC.2 2.2.12.LF.4 2.2.12.LF.5 2.2.12.PF.2</p> |
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| | <p>technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.</p> <ul style="list-style-type: none"> • 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health. | |
| <p>Safety (2.3) Disciplinary Concept:</p> | | |
| <i>Core Ideas:</i> | <i>Performance Expectation:</i> | |
| <p>Comprehensive Health and Physical Education Practices</p> | | |
| <p>Acting as responsible and contributing member of society</p> <p>Building and maintaining healthy relationships</p> <p>Communicating clearly and effectively (verbal and nonverbal)</p> <p>Resolving conflict</p> <p>Attending to personal health, emotional, social, and physical well-being</p> <p>Engaging in an active lifestyle</p> <p>Making decisions</p> <p>Managing-self</p> <p>Setting goals</p> | | |

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| Using technology tools responsibly | | |
| Social and Emotional Learning: <i>Competencies</i> | Social and Emotional Learning: <i>Sub-Competencies</i> | |
| Self-Awareness | <ul style="list-style-type: none"> • Recognize one's feelings and thoughts • Recognize the impact of one's feelings and thoughts on one's own behavior • Recognize one's personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges | |
| Self-Management | <ul style="list-style-type: none"> • Understand and practice strategies for managing one's own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals | |
| Assessments (Formative) | | Assessments (Summative) |

| To show evidence of meeting the standard/s, students will successfully engage within: | | To show evidence of meeting the standard/s, students will successfully complete: | |
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| <u>Formative Assessments:</u> Teacher Observation Do Now Homework Class Participation Portfolio Discussions Quiz Journal writing Group Assessment Group Interaction/Discussion/Computer Research Self and Peer Evaluations Other: <ul style="list-style-type: none">Ice Skates | | <u>Benchmarks:</u> Quiz Exam <u>Summative Assessments:</u> Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments Reflective Paper Group Presentations | |
| Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i> | | | |
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |
| Include information from databases such as ERIC, Medline, PsychINFO, and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD’s pamphlets and handouts. | Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games. | Keep material concept-focused and principle-driven. Allow the use of digital translation or grouping students together. Provide multiple means of action and expression. | Include a more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought. |

| Supplemental Resources | | | |
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| Technology: <ul style="list-style-type: none"> Laptop Chromebook SmartBoard Internet Access Projector Other: <ul style="list-style-type: none"> Ice Skates | | | |
| Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i> | | | |
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core |
| Include information from databases such as ERIC, Medline, PsychINFO, and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts. | Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake tests for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks. | Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionaries, and modified assessment and/or rubric. | Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities. |

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| X | Amistad Law: | | Holocaust | X | LGBT and | | Diversity & | | Standards in | | Erin's Law: |
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| | <i>N.J.S.A. 18A 52:16A-88</i> | | Law: <i>N.J.S.A. 18A:35-28</i> | | Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i> | | Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | | Action: <i>Climate Change</i> | | <i>A-769/S-1130</i> |
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| Marking Period | Unit Title | Recommended Instructional Days |
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| 1, 2, 3, 4 | Driver’s Education | 45 |
| Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept: | | Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit |
| Core Ideas: | Performance Expectation: | |
| Physical Wellness (2.2) Disciplinary Concept: | | |
| Core Ideas: | Performance Expectation: | Essential Question/s: What is the individual’s responsibility with relation to motor vehicles? What makes driving a privilege and not a right? What career opportunities revolve around the automobile and transportation industry? Can you discuss the seriousness of traffic accident problems? How do accidents occur, with today’s inventions of safety features? Why is driver and traffic safety important? What are safe and skillful driving procedures? Can you describe the correct habits to use while driving? How would you react to various traffic situations? Why is it important to understand the cooperation needed among all highway users to promote better traffic conditions? Why is it important to understand the seriousness of the pedestrian and cyclist problem in traffic? What are the rights of pedestrians and other highway users? How can alcohol and drugs effect you’re driving?What is your responsibility for traffic law enforcement? Why is it important to voluntarily comply with traffic laws? Activity Description: Chapter 1: The New Jersey Driver License System <ul style="list-style-type: none">Laws Governing Driver LicensesDigital Driver License |
| Safety (2.3) Disciplinary Concept: Personal Safety | | |
| Core Ideas: Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences. | Performance Expectation: <ul style="list-style-type: none">2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue | |

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| <p>State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse.</p> | <p>donation, traffic safety, avoid driving distractions, seatbelt use, the use of hand-held devices).</p> <ul style="list-style-type: none"> • 2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions. | <ul style="list-style-type: none"> • Types of New Jersey Licenses • 6 Point ID Verification • GDL – Graduated Driver License • Special Learner Permits for New Jersey Residents • Examination Permits for Out-State/Out of Country Drivers/Permit • International Driving Permit (IDP) • Non-Driver ID and License • Next-of-Kin Registry (Sara’s Law) • Hearing-Impaired Designation • Commercial Driver License (CDL) |
| | <ul style="list-style-type: none"> • 2.3.12.PS.5: Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence). • 2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence. • 2.3.12.PS.7: Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth. | <p>Chapter 2: New Jersey Driver Testing</p> <ul style="list-style-type: none"> • Requirements for Basic Driver License • Road Test • Reasons for Rejection <p>Chapter 3: Driver Responsibility</p> <ul style="list-style-type: none"> • Buckle Up- New Jersey’s Seat Belt Law • Car Seats • Child Restraints Law • Air Bags • Car Condition • Starting a Parked Car • Steering • Stopping Distances • Proper Braking • Driver Signals • Driving in Reverse • Turning • Parking |
| <p>Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem.</p> | <ul style="list-style-type: none"> • 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyber bullying, sexting). • 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully. • 2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or | <p>Chapter 4: Safe Driving Rules and Regulations</p> <ul style="list-style-type: none"> • Speed Control • Passing • Keep to the Right • Yielding to the Right-of-Way • Pedestrians in a Crosswalk |

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| | messages with individuals or posting online. | |
| Comprehensive Health and Physical Education Practices | | |
| <p>Acting as responsible and contributing member of society</p> <p>Building and maintaining healthy relationships</p> <p>Communicating clearly and effectively (verbal and nonverbal)</p> <p>Resolving conflict</p> <p>Attending to personal health, emotional, social, and physical well-being</p> <p>Engaging in an active lifestyle</p> <p>Making decisions</p> <p>Managing-self</p> <p>Setting goals</p> <p>Using technology tools responsibly</p> | | <ul style="list-style-type: none"> • Intersections • Entering Highways, Parkways and Turnpikes • Leaving Highways, Parkways and Turnpikes • Special Highway, Parkways and Turnpike Conditions • Curves • Interchanges • Turning Regulations • Stopping Regulations • Using Headlights • Parking Regulations • Cellular Telephones • Littering <p>Chapter 5: Defensive Driving</p> <ul style="list-style-type: none"> • Preventing a Collision • Aggressive Driving/Road Rage • Distractions • Tired Driver/Highway Hypnosis • Communicating and Driving • Keep a Safe Distance/Do Not Tailgate • Following Distances • Changing Lanes and Passing • Passed by Another Vehicle • Road Conditions • Reduced Visibility • Night Driving • Driving Situations • Reacting to Driving Problems • Vehicle Failure • Collisions (Accidents) • What to do in Case of a Collision |
| Social and Emotional Learning: <i>Competencies</i> | Social and Emotional Learning: <i>Sub-Competencies</i> | |
| Self-Awareness | <ul style="list-style-type: none"> • Recognize one's feelings and thoughts • Recognize the impact of one's feelings and thoughts on one's own behavior | <p>Chapter 6: Drinking, Drugs and Driving</p> <ul style="list-style-type: none"> • Effects of Alcohol • How much is Too Much? • Drinking and Driving |

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| Self-Management | <ul style="list-style-type: none"> • Recognize one's personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges • Understand and practice strategies for managing one's own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals | <ul style="list-style-type: none"> • Good Hosts and the Drinking Driver • Designated Drivers • Drugs and Driving • Healthy Driving <p>Chapter 7: Driver Privileges and Penalties</p> <ul style="list-style-type: none"> • The Driving Privilege • Driving Under the Influence (DUI) • Breathing Test • Ignition Interlock Device • Intoxicated Driver Resource Center • Motor Vehicle Violations • Driver Programs • Motor Vehicle Surcharges and Point Violations • Point System • Moving Violation Point Chart • Interstate Compacts <p>Chapter 8: Sharing the Road with Others</p> <ul style="list-style-type: none"> • People • Vehicles • Animals <p>Chapter 9: Vehicle Information</p> <ul style="list-style-type: none"> • Vehicle Title and Registration • License Plates • Vehicle Inspection • Insurance <p>Appendix: Driver Safety:</p> <ul style="list-style-type: none"> • Traffic Signs, Signals and Road Markings • Traffic Signs <p>Interdisciplinary Connections:</p> |
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| | | <p>MATH SCI</p> <p>New Jersey Student Learning Standards #: 2.3.12.PS.3 2.3.12.PS.4</p> |
| <p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p> | | <p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p> |
| <p><u>Formative Assessments:</u> Teacher Observation Do Now Homework Class Participation Portfolio Discussions Quiz Journal writing Group Assessment Group Interaction/Discussion/Computer Research Self and Peer Evaluations</p> | | <p><u>Benchmarks:</u> Quiz Exam</p> <p><u>Summative Assessments:</u> Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments Reflective Paper Group Presentations</p> |

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| Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i> | | | |
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |
| Include information from databases such as ERIC, Medline, PsychINFO, and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD’s pamphlets and handouts. | Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games. | Keep material concept-focused and principle-driven. Allow the use of digital translation or grouping students together. Provide multiple means of action and expression. | Include a more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought. |
| Supplemental Resources | | | |
| Technology: <ul style="list-style-type: none">● Laptop● Chromebook● SmartBoard● Internet Access● Projector | | | |
| Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i> | | | |
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core |
| Include information from databases such as ERIC, Medline, PsychINFO, and | Utilize a multi-sensory (VAKT) approach during instruction, | Extend time requirements, preferred seating, positive reinforcement, check | Create an enhanced set of introductory activities, integrate |

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| websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts. | provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake tests for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks. | often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionaries, and modified assessment and/or rubric. | active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities. |
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| Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | Holocaust Law: <i>N.J.S.A. 18A:35-28</i> | LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i> | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | Standards in Action: <i>Climate Change</i> | Erin's Law: <i>A-769/S-1130</i> |
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| Marking Period | Unit Title | Recommended Instructional Days |
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| 2,3 | Health 9 | 45 |
| Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept: Personal Growth and Development Pregnancy and Development Emotional Health Social and Sexual Health Community Health Services and Support | | Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-CHPE within Unit |
| Core Ideas: The decisions one makes can influence an individual's growth and development in all dimensions of wellness. There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections. | Performance Expectation: <ul style="list-style-type: none"> • 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. • 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood. • 2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams). • 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention. | |

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| <p>There are many decisions to be made related to pregnancy and childbirth that will have short and long-term impacts.</p> <p>Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.</p> | <ul style="list-style-type: none">• 2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.• 2.1.12.PP.4: List the major milestones of each trimester of fetal development utilizing medically accurate information.• 2.1.12.PP.5: Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).• 2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.• 2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.• 2.1.12.PP.8: Assess the skills needed to be an effective parent.• 2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information.• 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.• 2.1.12.EH.2: Analyze factors that influence the emotional and social | |
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| Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. | <p>impact of mental health illness on the family.</p> <ul style="list-style-type: none">• 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).• 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health). | |
| How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors. | <ul style="list-style-type: none">• 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.• 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.• 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues. | |
| Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. | <ul style="list-style-type: none">• 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence). | |

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| <p>There are many factors that influence how we feel about ourselves and the decisions that we make.</p> <p>There are state and federal laws that provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.</p> <p>Healthy individuals demonstrate the ability to identify who, when, where and/or how to seek help for oneself or others.</p> | <ul style="list-style-type: none">• 2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.• 2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources.• 2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.• 2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.• 2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.• 2.1.12.SSH.10: Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.• 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.• 2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit. | |
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| <p>Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.</p> <p>Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.</p> <p>Knowledge of and access to resources is beneficial in providing</p> | <ul style="list-style-type: none">• 2.1.12. CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community.• 2.1.12.CHSS.4: Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).• 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).• 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.• 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).• 2.1.12.CHSS.8: Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting. | |
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| support to individuals and families dealing with difficult situations. | <ul style="list-style-type: none"> • 2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit. | |
| Physical Wellness (2.2) Disciplinary Concept: Nutrition | | |
| Core Ideas: The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history. | Performance Expectation: <ul style="list-style-type: none"> • 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. • 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. • 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness. • 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan. • 2.2.12.N.5: Research recent trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases | Essential Question/s: Nutrition: What is a portion size? How will your nutritional intake of food now affect you in the future? Why is understanding a food label important? How does culture affect our food choices? How do we balance physical activity and food? Relationships and Personal Development What is it about your home life that makes you unique from someone else? Why is it important to have effective communication with the important people in your life? How has social media changed the way we communicate within our relationship? How are healthy relationships and unhealthy relationships different? What is stereotyping and is it damaging? How can positive behavior prevent conflict in a relationship? What is the role of personal responsibility in maintaining and enhancing personal, family, community, and global climate wellness (Standards in Action: <i>Climate Change</i>)? What is Erin's law? What do we know about sexual abuse? How do we recognize sexual abuse in a relationship? (Erin's Law: <i>A-769/S-1130</i>) How can we help someone in an unhealthy or abusive relationship? What is sexual orientation? What can a school community do to promote respect for people of all genders, gender identities, gender expressions and sexual orientations? (LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>) How can a school community practice the values of tolerance towards gender and sexual orientation, race and ethnicity, disabilities, and religious groups? What is unconscious bias? How can one's bias impact society as a whole? (Diversity |
| Safety (2.3) Disciplinary Concept: | | |

| Personal Safety Health Conditions, Diseases and Medicines Alcohol, Tobacco and other Drugs Dependency, Substances Disorder and Treatment | |
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| <p>Core Ideas: Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.</p> | <p>Performance Expectation:</p> <ul style="list-style-type: none"> • 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online. • 2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractions, seatbelt use, the use of hand-held devices). • 2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions. • 2.3.12.PS.5: Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence). • 2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to |
| <p>State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse.</p> | <p>& Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>) What can we learn about history and the effects of prejudice and discrimination on society and its morals? (Holocaust Law: <i>N.J.S.A. 18A:35-28</i>) What does racism in sports look like? Who were some of the pioneering African American athletes that showed resilience in their fight against racism and segregation in sports? (<i>Amistad Law: N.J.S.A. 18A 52:16A-88</i>)</p> <p>Sexting: What is sexting? What are the possible risks and consequences of sexting? How can you respect the privacy of others? What should you do if you are sent a sext? Who can you talk to if you are in this situation? How can being in this situation affect mental health?</p> <p>Male/Female Reproduction System: What are the functions of the female reproductive system? What are some common disorders of the female reproductive system? How do you relate the body's hormone control to the female reproductive system? How do you relate the body's use of nutrients to the female reproductive system? What are the functions of the male reproductive system? What are some common disorders of the male reproductive system? How do you relate the body's hormone control to the male and female reproductive systems?</p> <p>STD/I When is the right time to become sexually active? How can you protect yourself from pregnancy and diseases? How does drug and alcohol play a part in sexually activity? How do you know when the time is right for you to become sexually active? What contributes to the protection of unintended pregnancies and sexually transmitted infections? What determines a person's sexual orientation?</p> <p>Contraception: What is contraception? What are some different methods of contraception? What is the difference between hormonal, barrier, etc.?</p> |

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| <p>Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem.</p> | <p>sexual abuse, domestic violence, dating violence, and gender-based violence.</p> <ul style="list-style-type: none"> • 2.3.12.PS.7: Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth. • 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyber bullying, sexting). • 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully. • 2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online. | <p>Drugs:</p> <p>How can drug use, misuse or abuse affect my learning? What effect does drug abuse and misuse have on the home environment? What protective factors can help me to avoid drug use, misuse, or abuse? How do friends influence my choice to use or not use alcohol, tobacco, prescription, or illegal drugs? What can I do to tell or show others that I am not interested in using illegal drugs? How does someone become addicted to drugs, and what are the signs of addiction? How can goal setting help me to be drug free? How can a mother's use of alcohol, tobacco, prescription, or illegal drugs affect her unborn child?</p> |
| <p>Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.</p> | <ul style="list-style-type: none"> • 2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine). | <p>Alcohol/Tobacco/Vaping:</p> <p>How can I recognize the difference between drug use and abuse? Why do some teens choose to begin using tobacco, alcohol and marijuana? How can I utilize my knowledge and skills to make healthy decisions for myself? How can I evaluate the validity and reliability of health information? What harmful chemicals are in alcohol, tobacco and vape juice?</p> |
| <p>Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.</p> | <ul style="list-style-type: none"> • 2.3.12.HCDM.2: Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body. • 2.3.12.HCDM.3: Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP). | <p>Disease Prevention and Help:</p> <p>What knowledge, skills, and behaviors contribute to a healthy lifestyle and promote optimal wellness?</p> <p>What factors influence my health-related behaviors and decisions?</p> <p>How do my health-related behaviors reflect my personal choices?</p> <p>Why is the ability to access valid health information a critical skill and where can I access accurate information?</p> <p>Mental Health:</p> <p>What is mental health?</p> <p>Why is it important to have good mental health?</p> <p>Hands only CPR:</p> <p>What does CPR stand for? What is the most important step in CPR? If you use an AED, what is the percentage that an AED will save the victim's life? How many compressions do you do before rescue breathing? What is rescue breathing? How many rescue breaths are given at a time in CPR?</p> |

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| <p>Public health policies are created to influence health promotion and disease prevention and can have global impact.</p> <p>Mental health conditions affect individuals, family members, and communities.</p> <p>Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others.</p> | <ul style="list-style-type: none"> • 2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,). • 2.3.12.HCDM.5: Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis). <p>2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).</p> <ul style="list-style-type: none"> • 2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness. • 2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs). • 2.3.12.ATD.3: Explore the relationship between individuals who | <p><u>Activity Description:</u></p> <p><i>Nutrition</i></p> <ul style="list-style-type: none"> • Healthy diet including protein, healthy carbohydrates and healthy fats; MyPlate.org; Calculate Caloric Intake, how to make smarter food selections • Food Labels • Food Logs • Super Size Me • Cultural food choices <p><i>Relationships and Personal Development</i></p> <ul style="list-style-type: none"> • Characteristics of a healthy and unhealthy relationship, how to spot an abusive relationship, how to get out of an unhealthy relationship, how to end a relationship, learn how to love • Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global climate wellness (Standards in Action: <i>Climate Change</i>). • Discuss the impact of Erin's law; Analyze the warning signs of sexual abuse; Review Erin's story and discuss how to speak up on sexual abuse (Erin's Law: <i>A-769/S-1130</i>) • Discuss gender and sexual orientation; Students will Identify, describe, and celebrate the influence that different world cultures have on games, sport, and dance. Include positive influences from LGBTQ community. (LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>) • Write a welcoming statement that promotes inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs (Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>). • Further examine the role of personal responsibility in fighting racism and hatred in the community. (Holocaust Law: <i>N.J.S.A. 18A:35-28</i>) • Examine African Americans' role in the major sports in the United States. Pick one athlete that most intrigues you and look further into their lives. Watch the Jackie Robinson movie "42". (Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>) <p><i>Sexting</i></p> |
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| <p>Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.</p> <p>Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery.</p> | <p>abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.</p> <ul style="list-style-type: none"> • 2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance. • 2.3.12.DSDT.2: Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs. • 2.3.12.DSDT.3: Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids). • 2.3.12.DSDT.4: Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free. • 2.3.12.DSDT.5: Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support). | <ul style="list-style-type: none"> • What is sexting, age of consent, consequences of, sex in media <p><i>Male/Female Reproduction System</i></p> <ul style="list-style-type: none"> • Anatomy, functions of, fertilization <p><i>STD/I</i></p> <ul style="list-style-type: none"> • What are STD/I's; how are they transmitted; what do the look like; differences between bacterial; viral and parasitic. <p><i>Contraception</i></p> <ul style="list-style-type: none"> • Differences between hormonal and barrier, types of, statistics, myth vs facts of pregnancy <p><i>Drugs</i></p> <ul style="list-style-type: none"> • Implications, short and long term effects, prevention, treatment, risk taking, decision making <p><i>Alcohol and Tobacco</i></p> <ul style="list-style-type: none"> • Implications, short and long term effects, prevention, treatment, risk taking, decision making <p><i>Mental Health</i></p> <ul style="list-style-type: none"> • Coping with stress, anxiety, depression, etc; Self-care • Explain how mental health disorders are recongnized. Identify four causes of mental heath disorders. <p><i>Hands Only CPR</i></p> <p>Interdisciplinary Connections:</p> |
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| Comprehensive Health and Physical Education Practices | | ELA SCI SS |
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| <p>Acting as responsible and contributing member of society</p> <p>Building and maintaining healthy relationships</p> <p>Communicating clearly and effectively (verbal and nonverbal)</p> <p>Resolving conflict</p> <p>Attending to personal health, emotional, social and physical well-being</p> <p>Engaging in an active lifestyle</p> <p>Making decisions</p> <p>Managing-self</p> <p>Setting goals</p> <p>Using technology tools properly</p> | | <p>New Jersey Student Learning Standards #:</p> <p>2.1.12.PGD.2</p> <p>2.1.12.PP.1</p> <p>2.1.12.PP.2</p> <p>2.1.12.PP.3</p> <p>2.1.12.PP.5</p> <p>2.1.12.EH.2</p> <p>2.1.12.SSH.1</p> <p>2.1.12.SSH.2:</p> <p>2.1.12.SSH.6:</p> <p>2.1.12.SSH.9</p> <p>2.1.12.SSH.10</p> <p>2.1.12.CHSS.1</p> <p>2.1.12.CHSS.4</p> <p>2.1.12.CHSS.5</p> <p>2.1.12.CHSS.9</p> <p>2.2.12.N.2</p> <p>2.2.12.N.3</p> <p>2.2.12.N.4</p> <p>2.3.12.PS.1</p> <p>2.3.12.PS.2</p> <p>2.3.12.PS.3</p> <p>2.3.12.PS.4</p> <p>2.3.12.PS.5</p> <p>2.3.12.PS.6</p> <p>2.3.12.PS.7</p> <p>2.3.12.PS.8</p> <p>2.3.12.PS.9</p> <p>2.3.12.PS.10</p> <p>2.3.12.HCDM.2</p> <p>2.3.12.HCDM.3</p> <p>2.3.12.HCDM.4</p> <p>2.3.12.HCDM.5</p> <p>2.3.12.ATD.2</p> |
| Social and Emotional Learning: <i>Competencies</i> | Social and Emotional Learning: <i>Sub-Competencies</i> | |
| Self-Awareness | <ul style="list-style-type: none"> • Recognize one's feelings and thoughts • Recognize the impact of one's feelings and thoughts on one's own behavior • Recognize one's personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges | |

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| Self-Management | <ul style="list-style-type: none"> • Understand and practice strategies for managing one's own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals | 2.3.12.ATD.3 2.3.12.DSDT.1 2.3.12.DSDT.2 2.3.12.DSDT.3 2.3.12.DSDT.4 |
| Social Awareness | <ul style="list-style-type: none"> • Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds • Demonstrate an understanding of the need for mutual respect when viewpoints differ • Demonstrate an awareness of the expectations for social interactions in a variety of settings | |
| Responsible Decision-Making | <ul style="list-style-type: none"> • Develop, implement, and model effective problem-solving and critical thinking skills • Identify the consequences associated with one's actions in order to make constructive choices • Evaluate personal, ethical, safety, and civic impact of decisions | |
| Relationship Skills | <ul style="list-style-type: none"> • Establish and maintain healthy relationships | |

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| | <ul style="list-style-type: none">• Utilize positive communication and social skills to interact effectively with others | | |
| Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i> | | Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i> | |
| <u>Formative Assessments:</u> Teacher Observation Do Now Homework Class Participation Portfolio Discussions Quiz Journal writing Group Assessment Group Interaction/Discussion/Computer Research Self and Peer Evaluations | | <u>Benchmarks:</u> Quiz Exam <u>Summative Assessments:</u> Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments Reflective Paper Group Presentations | |
| Differentiated Student Access to Content: Teaching and Learning Resources/Materials | | | |
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |
| Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human | Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as | Keep material concept-focused and principle-driven. Allow the use of digital translation or by grouping students together. | Include more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought. |

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| Kinetics including DVD's pamphlets and handouts. | internet resources, magazines, newspapers, books on CDs, videos, and computer games. | Provide multiple means of action and expression. | |
| Supplemental Resources | | | |
| Technology: <ul style="list-style-type: none"> • Laptop • Chromebook • SmartBoard • Internet Access • Projector | | | |
| Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i> | | | |
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core |
| Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts. | Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake tests for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks. | Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionaries, and modified assessment and/or rubric. | Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities. |

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| NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS | Disciplinary Concept: Creativity and Innovation | |
| | Core Ideas: | With a growth mindset, failure is an important part of success. |
| | Performance Expectation/s: | 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas |
| | Career Readiness, Life Literacies, & Key Skills Practices | |
| | Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. | |

| New Jersey Legislative Statutes and Administrative Code (place an “X” before each law/statute if/when present within the curriculum map) | | | | | | | | | | | |
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| X | Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | X | Holocaust Law: <i>N.J.S.A. 18A:35-28</i> | X | LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i> | X | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | X | Standards in Action: <i>Climate Change</i> | X | Erin’s Law <i>A-769/S-1130</i> |

| Marking Period | Unit Title | Recommended Instructional Days |
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| 1, 2, 3, 4 | Health 11 | 45 |
| Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept: Personal Growth and Development Pregnancy and Development Emotional Health Social and Sexual Health Community Health Services and Support | | Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit |
| Core Ideas: The decisions one makes can influence an individual's growth and development in all dimensions of wellness. There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections. | Performance Expectation: <ul style="list-style-type: none"> • 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. • 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood. • 2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams). • 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) | |

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| <p>There are many decisions to be made related to pregnancy and childbirth that will have short and long-term impacts.</p> <p>Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.</p> | <p>and identify ways to overcome potential barriers to prevention.</p> <ul style="list-style-type: none">• 2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.• 2.1.12.PP.4: List the major milestones of each trimester of fetal development utilizing medically accurate information.• 2.1.12.PP.5: Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).• 2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.• 2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.• 2.1.12.PP.8: Assess the skills needed to be an effective parent.• 2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information.• 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. | |
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| <p>Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.</p> <p>How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.</p> <p>Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.</p> | <ul style="list-style-type: none">• 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.• 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).• 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).• 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.• 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.• 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.• 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and | |
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| <p>There are many factors that influence how we feel about ourselves and the decisions that we make.</p> <p>There are state and federal laws that provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.</p> <p>Healthy individuals demonstrate the ability to identify who, when, where and/or how to seek help for oneself or others.</p> | <p>understanding the laws of consent and dating violence).</p> <ul style="list-style-type: none">• 2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.• 2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources.• 2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.• 2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.• 2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.• 2.1.12.SSH.10: Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.• 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.• 2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this | |
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| <p>Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.</p> <p>Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.</p> | <p>information with others who can benefit.</p> <ul style="list-style-type: none">• 2.1.12. CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community.• 2.1.12.CHSS.4: Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).• 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).• 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.• 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).• 2.1.12.CHSS.8: Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting. | |
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| Knowledge of and access to resources is beneficial in providing support to individuals and families dealing with difficult situations. | <ul style="list-style-type: none"> • 2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit. | |
| Physical Wellness (2.2) Disciplinary Concept: | | |
| Core Ideas: The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history. | Performance Expectation: <ul style="list-style-type: none"> • 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. • 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. • 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness. • 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan. • 2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases | Essential Question/s: What is the role of personal responsibility in maintaining and enhancing personal, family, community, and global climate wellness (Standards in Action: <i>Climate Change</i>)? What can we learn about history and the effects of prejudice and discrimination on society and its morals? (Holocaust Law: <i>N.J.S.A. 18A:35-28</i>). What is a healthy relationship? What is Erin's law? What do we know about sexual abuse? How do we recognize sexual abuse in a relationship? (Erin's Law: <i>A-769/S-1130</i>) How can we help someone in an unhealthy or abusive relationship? What is sexual orientation? What can a school community do to promote respect for people of all genders, gender identities, gender expressions and sexual orientations? (LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>) How can a school community practice the values of tolerance towards gender and sexual orientation, race and ethnicity, disabilities, and religious groups? What is unconscious bias? How can one's bias impact society as a whole? (Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>) What does racism in sports look like? Who were some of the pioneering African American athletes that showed resilience in their fight against racism and segregation in sports? (<i>Amistad Law: N.J.S.A. 18A 52:16A-88</i>) How are nutrition and physical activity to weight loss, weight gain, and weight maintenance related? What are some diseases and health conditions that may occur during one's lifespan? What are some potential prevention and treatment strategies? What are the causes and outcomes of intentional and unintentional injuries in adolescents and young adults? What is the |
| Safety (2.3) | | |

| Disciplinary Concept: Personal Safety Health Conditions, Diseases and Medicines Alcohol, Tobacco and other Drugs Dependency, Substances Disorder and Treatment | | purpose of prevention strategies for injuries? What are the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements? What are the similarities and differences of 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 U.S.? How can you protect yourself from STD/I's? What are the different methods of contraception? Who in my circle can I turn to for help? What is the difference between child abuse and child sexual abuse? How can you report such offenses? How are durations of drug abuse to the incidence of drug-related injury, illness and death correlated? |
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| Core Ideas: Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences. | Performance Expectation: <ul style="list-style-type: none">• 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).• 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.• 2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractions, seatbelt use, the use of hand-held devices).• 2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.• 2.3.12.PS.5: Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).• 2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and | Activity Description: Personal Growth and Development. Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global climate wellness (Standards in Action: <i>Climate Change</i>). Further examine the role of personal responsibility in fighting racism and hatred in the community (Holocaust Law: <i>N.J.S.A. 18A:35-28</i>). Relationships and Inclusion. Discuss gender and sexual orientation; Students will identify, describe, and celebrate the influence that different world cultures have on games, sport, and dance including positive influences from LGBTQ community. (LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>) Write a welcoming statement that promotes inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs (Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>). Examine African Americans' role in the major sports in the United States. Pick one athlete that most intrigues you and look further into their lives. Watch the Jackie Robinson movie “42”. (Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>) Nutrition. Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance. |
| State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse. | | |

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| <p>Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem.</p> <p>Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.</p> <p>Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.</p> | <p>the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.</p> <ul style="list-style-type: none"> • 2.3.12.PS.7: Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth. • 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyber bullying, sexting). • 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully. • 2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online. • 2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine). • 2.3.12.HCDM.2: Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body. • 2.3.12.HCDM.3: Evaluate the benefits of biomedical approaches to prevent | <p>Diseases and Health Conditions. Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies.</p> <p>Safety. Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies. Discuss the effects of child abuse and child sexual abuse. Discuss the impact of Erin's law; Analyze the warning signs of sexual abuse; Review Erin's story and discuss how to speak up on sexual abuse (Erin's Law: <i>A-769/S-1130</i>) (Erin's Law <i>A-769/S-1130</i>)</p> <p>Medicines. Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.</p> <p>Alcohol, Tobacco, and Other Drugs. 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 U.S.</p> <p>STD's HIV/AIDs and Infectious Diseases. Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.</p> <p>Dependency/Addiction and Treatment. Correlate durations of drug abuse to the incidence of drug-related injury, illness and death.</p> <p>Interdisciplinary Connections: SCI SS ELA</p> <p>New Jersey Student Learning Standards #: 2.1.12.PGD.2</p> |
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| Public health policies are created to influence health promotion and disease prevention and can have global impact. | <p>STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).</p> <ul style="list-style-type: none"> • 2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,). • 2.3.12.HCDM.5: Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis). | <p>2.1.12.PP.1 2.1.12.PP.2 2.1.12.PP.3 2.1.12.PP.5 2.1.12.EH.2 2.1.12.SSH.1 2.1.12.SSH.2: 2.1.12.SSH.6: 2.1.12.SSH.9 2.1.12.SSH.10 2.1.12.CHSS.1 2.1.12.CHSS.4 2.1.12.CHSS.5 2.1.12.CHSS.9 2.2.12.N.2 2.2.12.N.3 2.2.12.N.4 2.3.12.PS.1 2.3.12.PS.2 2.3.12.PS.3 2.3.12.PS.4 2.3.12.PS.5 2.3.12.PS.6 2.3.12.PS.7 2.3.12.PS.8 2.3.12.PS.9 2.3.12.PS.10 2.3.12.HCDM.2 2.3.12.HCDM.3 2.3.12.HCDM.4 2.3.12.HCDM.5 2.3.12.ATD.2 2.3.12.ATD.3 2.3.12.DSDT.1 2.3.12.DSDT.2 2.3.12.DSDT.3 2.3.12.DSDT.4</p> |
| Mental health conditions affect individuals, family members, and communities. | <p>2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).</p> | |
| Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others. | <ul style="list-style-type: none"> • 2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness. • 2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs). | |

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| <p>Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.</p> | <ul style="list-style-type: none">• 2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.• 2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.• 2.3.12.DSDT.2: Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.• 2.3.12.DSDT.3: Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).• 2.3.12.DSDT.4: Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free. | |
| <p>Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery.</p> | <ul style="list-style-type: none">• 2.3.12.DSDT.5: Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support). | |

| Comprehensive Health and Physical Education Practices | |
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| Acting as responsible and contributing member of society Building and maintaining healthy relationships Communicating clearly and effectively (verbal and nonverbal) Resolving conflict Attending to personal health, emotional, social and physical well-being Engaging in an active lifestyle Making decisions Managing-self Setting goals Using technology tools responsibly | |
| Social and Emotional Learning: <i>Competencies</i> | Social and Emotional Learning: <i>Sub-Competencies</i> |
| Self-Management | <ul style="list-style-type: none"> • Understand and practice strategies for managing one's own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through |

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| Responsible Decision-Making | <p>alternative methods to achieve one's goals</p> <ul style="list-style-type: none"> • Develop, implement, and model effective problem-solving and critical thinking skills • Identify the consequences associated with one's actions in order to make constructive choices • Evaluate personal, ethical, safety, and civic impact of decisions | |
| Relationship Skills | <ul style="list-style-type: none"> • Establish and maintain healthy relationships • Utilize positive communication and social skills to interact effectively with others • Identify ways to resist inappropriate social pressure • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways • Identify who, when, where, or how to seek help for oneself or others when needed | |
| <p style="text-align: center;">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p> | | <p style="text-align: center;">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p> |
| <p><u>Formative Assessments:</u> Teacher Observation Do Now Homework Class Participation</p> | | <p><u>Benchmarks:</u> Quiz Exam</p> <p><u>Summative Assessments:</u></p> |

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| Portfolio Discussions Quiz Journal writing Group Assessment Group Interaction/Discussion/Computer Research Self and Peer Evaluations | Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments Reflective Paper Group Presentations | | |
| Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i> | | | |
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |
| Include information from databases such as ERIC, Medline, PsychINFO, and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD’s pamphlets and handouts. | Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games. | Keep material concept-focused and principle-driven. Allow the use of digital translation or group students together. Provide multiple means of action and expression. | Include a more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought. |
| Supplemental Resources | | | |
| Technology: <ul style="list-style-type: none">● Laptop● Chromebook● SmartBoard● Internet Access● Projector | | | |

| Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i> | | | |
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| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core |
| Include information from databases such as ERIC, Medline, PsychINFO, and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts. | Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content, and/or format, allow students to retake tests for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks. | Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionaries, and modified assessment and/or rubric. | Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities. |

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| NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS | Disciplinary Concept: Creativity and Innovation | |
| | Core Ideas: | Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. |
| | Performance Expectation/s: | <ul style="list-style-type: none"> 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions |
| | Career Readiness, Life Literacies, & Key Skills Practices | |
| | Act as a responsible and contributing community members and employee. Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around | |

them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

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| X | Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | X | Holocaust Law: <i>N.J.S.A. 18A:35-28</i> | X | LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i> | X | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | X | Standards in Action: <i>Climate Change</i> | X | Erin's Law <i>A-769/S-1130</i> |
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| Marking Period | Unit Title | Recommended Instructional Days |
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| 1, 2, 3, 4 | Health 12 | 45 |
| Mental Health: Emotional and Social Wellness (2.1) Disciplinary Concept: Personal Growth and Development Pregnancy and Development Emotional Health Social and Sexual Health Community Health Services and Support | | Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-CHPE within Unit |
| Core Ideas: <p>The decisions one makes can influence an individual's growth and development in all dimensions of wellness.</p> <p>There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.</p> | Performance Expectation: <ul style="list-style-type: none"> • 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. • 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood. • 2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams). • 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention. | |

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| <p>There are many decisions to be made related to pregnancy and childbirth that will have short and long-term impacts.</p> <p>Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.</p> | <ul style="list-style-type: none">• 2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.• 2.1.12.PP.4: List the major milestones of each trimester of fetal development utilizing medically accurate information.• 2.1.12.PP.5: Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).• 2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.• 2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.• 2.1.12.PP.8: Assess the skills needed to be an effective parent.• 2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information.• 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.• 2.1.12.EH.2: Analyze factors that influence the emotional and social | |
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| Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. | <p>impact of mental health illness on the family.</p> <ul style="list-style-type: none">• 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).• 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health). | |
| How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors. | <ul style="list-style-type: none">• 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.• 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.• 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues. | |
| Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. | <ul style="list-style-type: none">• 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence). | |

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| <p>There are many factors that influence how we feel about ourselves and the decisions that we make.</p> <p>There are state and federal laws that provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.</p> <p>Healthy individuals demonstrate the ability to identify who, when, where and/or how to seek help for oneself or others.</p> | <ul style="list-style-type: none">• 2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.• 2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources.• 2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.• 2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.• 2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.• 2.1.12.SSH.10: Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.• 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.• 2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit. | |
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| <p>Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.</p> <p>Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.</p> <p>Knowledge of and access to resources is beneficial in providing</p> | <ul style="list-style-type: none">• 2.1.12. CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community.• 2.1.12.CHSS.4: Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).• 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).• 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.• 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).• 2.1.12.CHSS.8: Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting. | |
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| support to individuals and families dealing with difficult situations. | <ul style="list-style-type: none"> • 2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit. | |
| Physical Wellness (2.2) Disciplinary Concept: | | |
| Core Ideas: The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history. | Performance Expectation: <ul style="list-style-type: none"> • 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. • 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. • 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness. • 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan. • 2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases | Essential Question/s: What are the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health? How do relationships evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage? What are some diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies? Why are some 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 important? How can you acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle? What are the differences in 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 U.S. What is the effectiveness of various strategies that support and individual's ability to stop abusing drugs and remain drug-free? What are some health products and services based on cost, availability, accessibility, benefits, and accreditation? How does each area of health contribute to one's overall well-being? How do good communication skills help form healthy relationships? How can unhealthy relationships cause emotional distress? What factors contribute to one's own personality? What are some ways to combat stress? What is the role of personal responsibility in maintaining and enhancing personal, family, community, and global climate wellness (Standards in Action: <i>Climate Change</i>)? |
| Safety (2.3) | | |

| Disciplinary Concept: Personal Safety Health Conditions, Diseases and Medicines Alcohol, Tobacco and other Drugs Dependency, Substances Disorder and Treatment | | What is Erin’s law? What do we know about sexual abuse? How do we recognize sexual abuse in a relationship? (Erin’s Law:A-769/S-1130) How can we help someone in an unhealthy or abusive relationship? What is sexual orientation? What can a school community do to promote respect for people of all genders, gender identities, gender expressions and sexual orientations? (LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35) How can a school community practice the values of tolerance towards gender and sexual orientation, race and ethnicity, disabilities, and religious groups? What is unconscious bias? How can one’s bias impact society as a whole? (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a) What can we learn about history and the effects of prejudice and discrimination on society and its morals? (Holocaust Law: N.J.S.A. 18A:35-28) What does racism in sports look like? Who were some of the pioneering African American athletes that showed resilience in their fight against racism and segregation in sports? (Amistad Law: N.J.S.A. 18A 52:16A-88) |
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| Core Ideas: Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences. | Performance Expectation: <ul style="list-style-type: none">• 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).• 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.• 2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractions, seatbelt use, the use of hand-held devices).• 2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions. | Activity Description: Nutrition Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one’s health. Family life & Parenting & Sexuality Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage. Discuss the impact of Erin’s law; Analyze the warning signs of sexual abuse; Review Erin’s story and discuss how to speak up on sexual abuse (Erin’s Law:A-769/S-1130) Discuss gender and sexual orientation; Students will identify, describe, and celebrate the influence that different world cultures have on games, sport, and dance including positive influences from LGBTQ community. (LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35) Write a welcoming statement that promotes inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental |
| State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse. | <ul style="list-style-type: none">• 2.3.12.PS.5: Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).• 2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and | |

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| <p>Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem.</p> | <p>the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.</p> <ul style="list-style-type: none"> • 2.3.12.PS.7: Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth. • 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyber bullying, sexting). • 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully. • 2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online. | <p>and physical disabilities, and religious beliefs (Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>).</p> <p>Diseases and Infectious Diseases and Health Conditions Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies.</p> <p>CPR/AED & Rescue Breathing 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.</p> <p>Drugs, Alcohol & Drugs Enhancer Prevention All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</p> <p>Alcohol, Tobacco, and Other Drugs 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 U.S.</p> |
| <p>Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.</p> | <ul style="list-style-type: none"> • 2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine). | <p>Dependency/Addiction & Treatment Analyze the effectiveness of various strategies that support and individual's ability to stop abusing drugs and remain drug-free. Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global climate wellness (Standards in Action: <i>Climate Change</i>).</p> |
| <p>Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.</p> | <ul style="list-style-type: none"> • 2.3.12.HCDM.2: Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body. • 2.3.12.HCDM.3: Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP). | <p>Health Services & Sports/Community Issues Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation. Further examine the role of personal responsibility in fighting racism and hatred in the community. (Holocaust Law: <i>N.J.S.A. 18A:35-28</i>) Examine African Americans' role in the major sports in the United States. Pick one athlete that most intrigues you and look further into their lives. Watch the Jackie Robinson movie "42". (Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>)</p> |

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| Public health policies are created to influence health promotion and disease prevention and can have global impact. | <ul style="list-style-type: none"> • 2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,). • 2.3.12.HCDM.5: Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis). | <p>Interdisciplinary Connections: SS ELA</p> <p>New Jersey Student Learning Standards #:</p> |
| Mental health conditions affect individuals, family members, and communities. | 2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders). | 2.1.12.PGD.2 2.1.12.PP.1 2.1.12.PP.2 2.1.12.PP.3 2.1.12.PP.5 2.1.12.EH.2 2.1.12.SSH.1 2.1.12.SSH.2: 2.1.12.SSH.6: 2.1.12.SSH.9 2.1.12.SSH.10 2.1.12.CHSS.1 2.1.12.CHSS.4 2.1.12.CHSS.5 2.1.12.CHSS.9 2.2.12.N.2 2.2.12.N.3 2.2.12.N.4 2.3.12.PS.1 2.3.12.PS.2 2.3.12.PS.3 2.3.12.PS.4 2.3.12.PS.5 2.3.12.PS.6 2.3.12.PS.7 2.3.12.PS.8 2.3.12.PS.9 2.3.12.PS.10 2.3.12.HCDM.2 2.3.12.HCDM.3 |
| Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others. | <ul style="list-style-type: none"> • 2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness. • 2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs). | |

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| <p>Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.</p> | <ul style="list-style-type: none"> • 2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors. • 2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance. • 2.3.12.DSDT.2: Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs. • 2.3.12.DSDT.3: Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids). • 2.3.12.DSDT.4: Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free. | <p>2.3.12.HCDM.4 2.3.12.HCDM.5 2.3.12.ATD.2 2.3.12.ATD.3 2.3.12.DSDT.1 2.3.12.DSDT.2 2.3.12.DSDT.3 2.3.12.DSDT.4</p> |
| <p>Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery.</p> | <ul style="list-style-type: none"> • 2.3.12.DSDT.5: Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support). | |

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| Comprehensive Health and Physical Education Practices | | |
| Acting as responsible and contributing member of society | | |
| Building and maintaining healthy relationships | | |
| Communicating clearly and effectively (verbal and nonverbal) | | |
| Resolving conflict | | |
| Attending to personal health, emotional, social and physical well-being | | |
| Engaging in an active lifestyle | | |
| Making decisions | | |
| Managing-self | | |
| Setting goals | | |
| Using technology tools responsibly | | |
| Social and Emotional Learning: Competencies | Social and Emotional Learning: Sub-Competencies | |

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| Self-Awareness | <ul style="list-style-type: none">• Recognize one's feelings and thoughts• Recognize the impact of one's feelings and thoughts on one's own behavior• Recognize one's personal traits, strengths, and limitations• Recognize the importance of self-confidence in handling daily tasks and challenges | |
| Self-Management | <ul style="list-style-type: none">• Understand and practice strategies for managing one's own emotions, thoughts, and behaviors• Recognize the skills needed to establish and achieve personal and educational goals• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals | |
| Social Awareness | <ul style="list-style-type: none">• Recognize and identify the thoughts, feelings, and perspectives of others• Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds• Demonstrate an understanding of the need for mutual respect when viewpoints differ• Demonstrate an awareness of the expectations for social interactions in a variety of settings | |
| Responsible Decision-Making | <ul style="list-style-type: none">• Develop, implement, and model effective problem-solving and critical thinking skills | |

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| Relationship Skills | <ul style="list-style-type: none"> • Identify the consequences associated with one's actions in order to make constructive choices • Evaluate personal, ethical, safety, and civic impact of decisions • Establish and maintain healthy relationships • Utilize positive communication and social skills to interact effectively with others | |
| Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i> | | Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i> |
| <u>Formative Assessments:</u> Teacher Observation Do Now Homework Class Participation Portfolio Discussions Quiz Journal writing Group Assessment Group Interaction/Discussion/Computer Research Self and Peer Evaluations | | <u>Benchmarks:</u> Quiz Exam <u>Summative Assessments:</u> Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments Reflective Paper Group Presentations |
| Differentiated Student Access to Content: Teaching and Learning Resources/Materials | | |

| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core Resources |
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| Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics including DVD's pamphlets and handouts. | Manipulate size, color contrasts, audio, and other features to develop examples in multiple media and formats. Provide multiple means of action and expression. Include supplemental resources such as internet resources, magazines, newspapers, books on CDs, videos, and computer games. | Keep material concept-focused and principle-driven. Allow the use of digital translation or by grouping students together. Provide multiple means of action and expression. | Include more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought. |
| Supplemental Resources | | | |
| Technology: <ul style="list-style-type: none"> • Laptop • Chromebook • SmartBoard • Internet Access • Projector | | | |
| Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i> | | | |
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core |
| Include information from databases such as ERIC, Medline, PsychINFO and websites such as Teenhealth.org and American School Health Org. Use content supplied from Human Kinetics | Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, | Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials | Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities and connect |

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| including DVD's pamphlets and handouts. | etc.), modify test content and/or format, allow students to retake tests for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks. | including use of online bilingual dictionaries, and modified assessment and/or rubric. | students to related talent development opportunities. |
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| NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS | Disciplinary Concept: Global and Cultural Awareness | |
| | Core Ideas: | Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences. |
| | Performance Expectation/s: | 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others |
| | Career Readiness, Life Literacies, & Key Skills Practices | |
| | Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. | |

New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

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| X | Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | X | Holocaust Law: <i>N.J.S.A. 18A:35-28</i> | X | LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i> | X | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | X | Standards in Action: <i>Climate Change</i> | X | Erin's Law <i>A-769/S-1130</i> |
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Bayonne Board of Education
Comprehensive Health and Physical Education
Grade: 9-12

Dev. Date:
9/20