

Health and Physical Education (Grades 5 - 8)

Link Community Charter School

UNITS (5/5 SELECTED)

- ☒ Unit 1: PE Grades 5 and 6
- ☒ Unit 2: PE Grades 7 and 8
- ☒ Unit 3: Health Grades 5 and 6
- ☒ Unit 4: Health Grade 7
- ☒ Unit 5: Health Grade 8

SUGGESTED DURATION

20 lessons

40 lessons

40 lessons

20 lessons

20 lessons

Unit 1: PE Grades 5 and 6

Health and Physical Education (Grades 5 - 8) - Last Updated on June 22, 2022

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades 6-8 - Comprehensive Health and Physical Education (2020)	
2.1.8.PGD.1:	
Explain how appropriate health care can promote personal health.	
2.2.8.MSC.4:	
Analyze, and correct movements and apply to refine movement skills.	
2.2.8.MSC.5:	
Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.	
2.2.8.MSC.6:	
Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.	
2.2.8.MSC.7:	
Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.	
2.2.8.MSC.3:	
Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).	
2.2.8.MSC.2:	
Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.	
2.2.8.MSC.1:	
Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).	
2.2.8.PF.1:	
Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.	
2.2.8.PF.2:	

Unit 1: PE Grades 5 and 6

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Recognize and involve others of all ability levels into a physical activity.

2.2.8.PF.3:

Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).

2.2.8.PF.4:

Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.

2.2.8.LF.1:

Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.

2.2.8.LF.2:

Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.

2.2.8.LF.3:

Explore by leading self and others to experience and participate in different cultures' physical fitness activities.

2.2.8.LF.5:

Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.

Unit 1: PE Grades 5 and 6

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DESIRED RESULTS

Established Goals

- Fitness: Students will apply health related and skill related fitness concepts to develop and maintain a healthy, active lifestyle.
- Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Transfer

Students will be able to independently use their learning to...

- Create rules and boundaries for invasive games
- Play invasive games safely and respectfully
- Collaborate with peers to problem solve during workouts, activities, drills, and games

Meaning

Big Ideas & Understandings

- Students will understand that...
- Physical activity through exercise, activities, and gameplay can have a positive impact on one's physical health, mental health, and relationships with others.
 - Physical fitness and activity looks different for everyone, and can be modified to meet individual and group needs.
 - A variety of skills are needed in order to play games safely and correctly.
 - Good sportsmanship and adherence to rules of play are necessary to ensure safe and fun gameplay for all.

Essential Questions

- Students will keep considering...
- How does physical exercise impact one's physical and mental health?
 - How does physical fitness look different for everyone?
 - How do different invasive and cooperative games require a variety of skills to play correctly?
 - What impact can rules, etiquette, procedures, and sportsmanship have on players' behavior during gameplay?

Unit 1: PE Grades 5 and 6

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Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• An individual's level of physical fitness and activity can be influenced by a variety of factors, including health status, body composition, healthy eating, physical activity, and lifestyle behaviors.• Cooperative and invasive gameplay require use of a variety of skills by all players, including but not limited to movement skills, offensive and defensive strategies, cooperative strategies, and problem-solving skills.• Participating in endurance, strength, and aerobic exercises on a regular basis can have a positive impact on one's physical health.	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Collaborating with peers during cooperative and invasive gameplay.• Understanding safety protocols in a variety of games, sports, exercises, and activities.• Determine the effectiveness of fitness plans based on a variety of factors.• Modifying exercises, activities, and exercises to meet personal needs.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<p>Performance Task(s):</p> <p>Including but not limited to:</p> <p>Do Nows and Exit Tickets Vocabulary Practice Pair, Small Group, and Whole Group Discussion / Activities</p>
	Other Evidence:

Unit 1: PE Grades 5 and 6

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

Grade 5:

Unit 1: Endurance

Topics: Physical Fitness, Endurance, Fitness

Key Concepts: Cardiovascular Health, Cardiovascular System, Aerobic Exercises, Endurance Activities

Unit 2: Strategy Games

Topics: Strategy, Endurance, Safety

Key Concepts: Cooperative Games, Teamwork, Cooperative Strategies, Good Sportsmanship

Unit 3: Strategy and Invasive Games

Topics: Strategy, Invasive Games, Cooperative Gameplay, Safety

Key Concepts: Movement Skills; Offensive, Defensive, and Cooperative Strategies, Good Sportsmanship

Unit 4: Strength and Endurance

Topics: Physical Fitness, Endurance, Fitness

Key Concepts: Aerobic Exercises, Anaerobic Exercises, Strength and Endurance Activities

Grade 6:

Unit 1: Endurance and Flexibility

Topics: Physical Fitness, Endurance, Flexibility, Fitness

Key Concepts: Cardiovascular Health, Movement Skills, Aerobic Exercises, Endurance Activities

Unit 2: Strategy Games

Topics: Strategy, Endurance, Safety

Key Concepts: Cooperative Games, Teamwork, Cooperative Strategies, Good Sportsmanship

Unit 3: Strategy and Invasive Games

Topics: Strategy, Invasive Games, Cooperative Gameplay, Safety

Key Concepts: Movement Skills; Offensive, Defensive, and Cooperative Strategies, Good Sportsmanship

Unit 4: Competitive Gameplay

Topics: Competitive Gameplay, Sportsmanship, Invasive Games, Safety

Key Concepts: Movement Skills; Offensive, Defensive, and Cooperative Strategies, Good Sportsmanship

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

ATTACHMENTS

 Differentiated_Instruction_Document_.pdf

Unit 2: PE Grades 7 and 8

Health and Physical Education (Grades 5 - 8) - Last Updated on June 22, 2022

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades 6-8 - Comprehensive Health and Physical Education (2020)

2.2.8.MSC.1:

Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).

2.2.8.MSC.2:

Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.

2.2.8.MSC.3:

Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).

2.2.8.MSC.4:

Analyze, and correct movements and apply to refine movement skills.

2.2.8.MSC.5:

Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.

2.2.8.MSC.6:

Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.

2.2.8.MSC.7:

Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

2.2.8.PF.1:

Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.

2.2.8.PF.2:

Recognize and involve others of all ability levels into a physical activity.

2.2.8.PF.3:

Unit 2: PE Grades 7 and 8

Health and Physical Education (Grades 5 - 8) - Last Updated on June 22, 2022

Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).

2.2.8.PF.4:

Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.

2.2.8.PF.5:

Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.

2.2.8.LF.3:

Explore by leading self and others to experience and participate in different cultures' physical fitness activities.

2.2.8.LF.4:

Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

2.2.8.LF.1:

Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.

Unit 2: PE Grades 7 and 8

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DESIRED RESULTS

Established Goals

- Fitness: Students will apply health related and skill related fitness concepts to develop and maintain a healthy, active lifestyle.
- Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Transfer

- Students will be able to independently use their learning to...
- Participate in cooperative and invasive gameplay.
 - Demonstrate good sportsmanship and safety protocols.
 - Improve physical fitness through a variety of endurance, aerobic, and strength exercises.

Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none">• Physical activity through exercise, activities, and gameplay can have a positive impact on one's physical health, mental health, and relationships with others.• Physical fitness and activity looks different for everyone, and can be modified to meet individual and group needs.• A variety of skills are needed in order to play games safely and correctly.• Good sportsmanship and adherence to rules of play are necessary to ensure safe and fun gameplay for all.	<p>Students will keep considering...</p> <ul style="list-style-type: none">• How does physical exercise impact one's physical and mental health?• How does physical fitness look different for everyone?• How do different invasive and cooperative games require a variety of skills to play correctly?• What impact can rules, etiquette, procedures, and sportsmanship have on players' behavior during gameplay?

Unit 2: PE Grades 7 and 8

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Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• An individual's level of physical fitness and activity can be influenced by a variety of factors, including health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors.• Cooperative and invasive gameplay require use of a variety of skills by all players, including but not limited to movement skills, offensive and defensive strategies, cooperative strategies, and problem-solving skills.• Participating in endurance, strength, and aerobic exercises on a regular basis can have a positive impact on one's physical health.	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Collaborating with peers during cooperative and invasive gameplay.• Enforcing safety protocols in a variety of games, sports, exercises, and activities.• Create and evaluate the effectiveness of fitness plans based on a variety of factors.• Modifying exercises, activities, and exercises to meet individual and group needs.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Do Nows and Exit Tickets Vocabulary Practice Pair, Small Group, and Whole Group Discussion / Activities
	Other Evidence:

Unit 2: PE Grades 7 and 8

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

Grade 7:

Unit 1: Endurance

Topics: Physical Fitness, Endurance, Fitness

Key Concepts: Cardiovascular Health, Cardiovascular System, Aerobic Exercises, Endurance Activities

Unit 2: Strategy Games

Topics: Strategy, Endurance, Safety

Key Concepts: Cooperative Games, Teamwork, Cooperative Strategies, Good Sportsmanship

Unit 3: Strategy and Invasive Games

Topics: Strategy, Invasive Games, Cooperative Gameplay, Safety

Key Concepts: Movement Skills; Offensive, Defensive, and Cooperative Strategies, Good Sportsmanship

Unit 4: Strength and Endurance

Topics: Physical Fitness, Endurance, Fitness

Key Concepts: Aerobic Exercises, Anaerobic Exercises, Strength and Endurance Activities

Grade 8:

Unit 1: Endurance and Flexibility

Topics: Physical Fitness, Endurance, Flexibility, Fitness

Key Concepts: Cardiovascular Health, Movement Skills, Aerobic Exercises, Endurance Activities

Unit 2: Strategy Games

Topics: Strategy, Endurance, Safety

Key Concepts: Cooperative Games, Teamwork, Cooperative Strategies, Good Sportsmanship

Unit 3: Strategy and Invasive Games

Topics: Strategy, Invasive Games, Cooperative Gameplay, Safety

Key Concepts: Movement Skills; Offensive, Defensive, and Cooperative Strategies, Good Sportsmanship

Unit 4: Competitive Gameplay

Topics: Competitive Gameplay, Sportsmanship, Invasive Games, Safety

Key Concepts: Movement Skills; Offensive, Defensive, and Cooperative Strategies, Good Sportsmanship

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

ATTACHMENTS

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Unit 3: Health Grades 5 and 6

Health and Physical Education (Grades 5 - 8) - Last Updated on June 20, 2022

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades 6-8 - Comprehensive Health and Physical Education (2020)	
2.1.8.PGD.1:	
Explain how appropriate health care can promote personal health.	
2.1.8.PGD.2:	
Analyze how genetics and family history can impact personal health.	
2.1.8.PGD.4:	
Analyze the relationship between healthy behaviors and personal health.	
2.1.8.SSH.3:	
Demonstrate communication skills that will support healthy relationships	
2.1.8.SSH.4:	
Compare and contrast the characteristics of healthy and unhealthy relationships.	
2.2.8.PF.2:	
Recognize and involve others of all ability levels into a physical activity.	
2.2.8.PF.4:	
Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.	
2.2.8.PF.5:	
Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.	
2.2.8.LF.4:	
Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.	
2.2.8.LF.6:	
Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.	
2.2.8.LF.7:	

Unit 3: Health Grades 5 and 6

Health and Physical Education (Grades 5 - 8) - Last Updated on June 20, 2022

Evaluate personal attributes as they relate to career options in physical activity and health professions.
2.2.8.N.1:
Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
2.2.8.N.2:
Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.
2.2.8.N.3:
Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
2.2.8.N.4:
Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).
2.3.8.PS.6:
Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).
2.3.8.PS.7:
Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).
2.3.8.HCDM.2:
Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.
2.3.8.HCDM.3:
Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).
2.3.8.ATD.2:
Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.
2.3.8.ATD.1:
Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of

Unit 3: Health Grades 5 and 6

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family members socially, emotionally, and physically.

2.3.8.HCDM.7:

Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.

2.3.8.HCDM.6:

Explain how the immune system fights disease.

2.3.8.ATD.5:

Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.

2.3.8.DSDT.1:

Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.

2.3.8.DSDT.4:

Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.

2.3.8.DSDT.3:

Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.

2.3.8.DSDT.5:

Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.

2.3.8.DSDT.2:

Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.

2.3.8.ATD.4:

Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.

2.1.8.EH.1:

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Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).

2.3.8.ATD.3:

Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.

Unit 3: Health Grades 5 and 6

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DESIRED RESULTS

Established Goals

Students will be able to gather evidence to form responses to the following essential questions:

Grade 5:

What elements make up a healthy lifestyle, and what benefits do they provide?

What does a healthy relationship look like? How do strong communication skills support healthy relationships?

How can one's environment and background affect their overall health?

Grade 6:

How do healthy lifestyle choices have long lasting impact on our lives?

How do interpersonal relationships and risk taking behaviors affect our overall health?

Transfer

Students will be able to independently use their learning to...

Meaning

Big Ideas & Understandings

Students will understand that...

- Personal wellness encompasses our day to day health and well-being, and is affected by both choices we make and external factors.
- While everyone will encounter stressful situations in their lifetimes, there are a variety of strategies and tools that can be used to manage its effect on your quality of life.
- Physical activity and nutrition have short and long term impacts on one's physical and mental health.
- Drug and alcohol use and abuse can have serious consequences for the physical, emotional, and social health of ourselves, our friends and family

Essential Questions

Students will keep considering...

- What elements make up a healthy lifestyle, and what benefits do they provide?
- What does a healthy relationship look like? How do strong communication skills support healthy relationships?
- How can one's environment and background affect their overall health?
- How do healthy lifestyle choices have long lasting impact on our lives?
- How do interpersonal relationships and risk taking behaviors affect our overall health?
- How does substance use and abuse affect

Unit 3: Health Grades 5 and 6

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Meaning	
members, and our community. <ul style="list-style-type: none">• Staying healthy is a lifelong process that includes all dimensions of wellness.	individuals, their families and friends, and communities?

Acquisition	
Knowledge	Skills
Students will know... <ul style="list-style-type: none">• Developing and maintaining personal wellness requires ongoing evaluation of internal and external factors (i.e. nutrition, physical health, mental health, stress management, and other stimuli) and modifying lifestyle behaviors accordingly.• Eating patterns are often affected by one's culture, health status, age, and eating environment.• While some substances are helpful under controlled and monitored conditions, substance abuse can have longstanding detrimental effects on one's health.• Peer pressure and risk-taking behavior can influence underage substance use and abuse.	Students will be skilled at... <ul style="list-style-type: none">• Identifying attributes of healthy lifestyles in a variety of areas, including physical health, mental health, nutrition, and interpersonal relationships.• Determining the influence of peer pressure on risk-taking behaviors.• Understanding the short and long term effects of substance use and abuse on individuals, their families and friends, and communities.• Set individualized goals for their own personal healthy lifestyles.• Assess a variety of health data (like blood pressure, body composition, cholesterol, physical activity levels, and other factors) to make informed choices for one's lifestyle.

Unit 3: Health Grades 5 and 6

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Including but not limited to: Do Nows and Exit Tickets Vocabulary Practice Note-Taking Activities Pair, Small Group, and Whole Group Discussion Quizzes and Tests Skits Projects
	Other Evidence:

Unit 3: Health Grades 5 and 6

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

Grade 5:

- Unit 1: Personal Wellness and Healthy Lifestyles

Topics: Physical Health, Nutrition

Key Concepts: Goal-Setting, Nutrition, Physical Exercise

Guiding Questions: What elements make up a healthy lifestyle, and what benefits do they provide? How do healthy

lifestyle choices have long lasting impact on our lives?

- Unit 2: Growth and Development

Topics: Physical Health, Mental Health, Self Esteem

Key Concepts: Self-Esteem and Self-Image; Positive vs. Negative Self-Talk

Guiding Questions: What are the dimensions of wellness and how do they interact? What role does mental health play in personal wellness?

- Unit 3: Relationships, Alcohol and Drugs

Topics: Healthy Relationships, Personal Safety, Drug Use and Abuse, Peer Pressure, Decision-Making

Key Concepts: Drug Use and Abuse, Signs of Drug Dependence, Online Safety, Accessing information/ support/ resources

Guiding Questions: How does substance use and abuse affect individuals, their families and friends, and communities? How can peer pressure influence someone to make choices they wouldn't ordinarily?

Grade 6:

- Unit 1: Health and Wellness

Topics: Physical Health, Mental Health, Nutrition

Key Concepts: Body composition, Blood pressure, Cholesterol, Nutrition

Guiding Questions: How do you control the future of your health? How and why does personal diet and activity levels

differ from person to person?

- Unit 2: Substance Use

Topics: Personal Safety, Drug Use and Abuse

Key Concepts: Short vs. Long Term Consequences, Stages of Addiction and Dependency, Drug Classifications and their Effects, Drug-Related Illnesses, HIV/AIDS

Guiding Questions: How does substance use and abuse affect individuals, their families and friends, and communities? What are the short and long term consequences of substance abuse?

- Unit 3: Relationships

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Topics: Healthy Relationships

Key Concepts: Puberty, Dating, Consent

Guiding Questions: How do relationships with your peers change as you get older? What is dating? Is there a 'right age' to date?

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

ATTACHMENTS

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Unit 4: Health Grade 7

Health and Physical Education (Grades 5 - 8) - Last Updated on June 12, 2022

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades 6-8 - Comprehensive Health and Physical Education (2020)

2.1.8.PGD.1:

Explain how appropriate health care can promote personal health.

2.1.8.PGD.4:

Analyze the relationship between healthy behaviors and personal health.

2.1.8.EH.2:

Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

2.1.8.SSH.1:

Differentiate between gender identity, gender expression and sexual orientation.

2.1.8.SSH.2:

Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.

2.1.8.SSH.3:

Demonstrate communication skills that will support healthy relationships

2.1.8.SSH.4:

Compare and contrast the characteristics of healthy and unhealthy relationships.

2.1.8.SSH.5:

Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.

2.1.8.SSH.6:

Examine how culture influences the way families cope with traumatic situations, crisis, and change.

2.1.8.CHSS.2:

Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.

2.1.8.CHSS.6:

Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.

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2.1.8.CHSS.7:
Collaborate with other students to develop a strategy to address health issues related to climate change.
2.1.8.CHSS.8:
Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.
2.3.8.PS.7:
Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).
2.3.8.HCDM.1:
Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.
2.3.8.HCDM.2:
Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.
2.3.8.HCDM.7:
Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.
2.1.8.PGD.3:
Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.
2.1.8.PGD.2:
Analyze how genetics and family history can impact personal health.
2.3.8.DSDT.4:
Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.
2.3.8.DSDT.3:
Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.

Unit 4: Health Grade 7

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DESIRED RESULTS

Established Goals

Students will be able to gather evidence to form responses to the following essential questions:

How do healthy lifestyle choices have long lasting impact on our lives?

How does stress management, interpersonal relationships, and risk taking behaviors affect our overall health?

How does what we put in our body affect our overall health?

Transfer

Students will be able to independently use their learning to

- enhance various areas of their physical and mental health.
- apply stress-management strategies in real world, stress-inducing situations.
- establish healthy interpersonal relationships with peers and loved ones.

Meaning

Big Ideas & Understandings

Students will understand that...

- Personal wellness encompasses our day to day health and well-being, and is affected by both choices we make and external factors.
- While everyone will encounter stressful situations in their lifetimes, there are a variety of strategies and tools that can be used to manage its effect on your quality of life.
- Physical activity and nutrition have short and long term impacts on one's physical and mental health.
- Drug and alcohol use and abuse can have serious consequences for the physical, emotional, and social health of ourselves, our friends and family members, and our community.

Essential Questions

Students will keep considering...

- What roles do physical health, mental health, nutrition, genetics, and stress-management play in personal wellness?
- How can I utilize stress management strategies in stress-inducing environments?
- What are the differences between healthy and unhealthy relationships?
- How does what we put in our body affect our health?
- How does peer pressure impact risk-taking behaviors?
- How are risk-taking behaviors associated with drug and alcohol use?

Unit 4: Health Grade 7

Health and Physical Education (Grades 5 - 8) - Last Updated on June 12, 2022

Meaning	

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• Developing and maintaining personal wellness requires ongoing evaluation of internal and external factors (i.e. nutrition, physical health, mental health, stress management, and other stimuli) and modifying lifestyle behaviors accordingly.• Stress management skills impact an individual's ability to cope with real-world situations, and can have an impact on our physical health, mental health, and overall wellbeing.• Eating patterns are often affected by one's culture, health status, age, and eating environment.• Recommendations for physical activity and dietary guidelines can be applied or modified to meet one's personal needs.• There is a strong correlation between individuals who abuse drugs and alcohol and increased intentional and unintentional health-risk behaviors.	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Comparing and contrasting elements and signs of healthy and unhealthy interpersonal relationships.• Identifying signs of dating violence and peer pressure• Identifying the physical and behavioral effects of commonly abused substances by adolescents• Determining the effects of physical activity and nutrition on the human body in short term and long term periods.• Accessing and applying information, support, and outside resources to their physical health, mental health, and interpersonal relationships

Unit 4: Health Grade 7

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Including but not limited to: Do Nows and Exit Tickets Vocabulary Practice Note-Taking Activities Pair, Small Group, and Whole Group Discussion Quizzes and Tests
	Other Evidence:

Unit 4: Health Grade 7

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

Quarter 1:

- Unit 1: Stress Management

Topics: Physical and Mental Health, Stress Management

Key Concepts: Stress Management, Depression and Anxiety, Relaxation Techniques, Accessing information/

support/ resources

- Unit 2: Interpersonal Relationships

Topics: Healthy Relationships, Conflict Resolution, Personal Safety

Key Concepts: Healthy vs. Harmful Relationships, Conflict Resolution, Dating Violence, Social Skills, Accessing information/ support/ resources

Quarter 2:

- Unit 3: Physical Activity and Nutrition

Topics: Physical Health, Mental Health, Nutrition

Key Concepts: Fitness, FITT Rule, Food Groups, Dietary Needs, Nutrients, Nutrition Facts Labels, Accessing

information/ support/ resources

- Unit 4: Risk-Taking Behavior

Topics: Drug Use and Abuse, Peer Pressure, Decision-Making

Key Concepts: Drug Use and Abuse, Signs of Drug Dependence, Be "Media Smart", Accessing information/

support/ resources

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

ATTACHMENTS

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Unit 5: Health Grade 8

Health and Physical Education (Grades 5 - 8) - Last Updated on June 12, 2022

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades 6-8 - Comprehensive Health and Physical Education (2020)	
2.1.8.PGD.4:	Analyze the relationship between healthy behaviors and personal health.
2.1.8.PP.1:	Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.
2.1.8.PP.2:	Summarize the stages of pregnancy from fertilization to birth.
2.1.8.PP.3:	Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.
2.1.8.PP.4:	Predict challenges that may be faced by adolescent parents and their families.
2.1.8.PP.5:	Identify resources to assist with parenting.
2.1.8.SSH.1:	Differentiate between gender identity, gender expression and sexual orientation.
2.1.8.SSH.2:	Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.
2.1.8.SSH.3:	Demonstrate communication skills that will support healthy relationships
2.1.8.SSH.4:	Compare and contrast the characteristics of healthy and unhealthy relationships.
2.1.8.SSH.5:	

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Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.
2.1.8.SSH.9:
Define vaginal, oral, and anal sex.
2.1.8.SSH.8:
Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).
2.1.8.SSH.7:
Identify factors that are important in deciding whether and when to engage in sexual behaviors.
2.1.8.SSH.10:
Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).
2.1.8.SSH.11:
Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).
2.1.8.CHSS.1:
Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).
2.1.8.CHSS.2:
Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.
2.1.8.CHSS.3:
Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.
2.1.8.CHSS.4:
Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.
2.1.8.CHSS.5:

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Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.

2.3.8.PS.2:

Define sexual consent and sexual agency.

2.3.8.PS.3:

Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).

2.3.8.PS.4:

Describe strategies that sex traffickers/exploiters employ to recruit youth.

2.3.8.PS.5:

Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).

2.3.8.PS.6:

Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).

2.3.8.PS.7:

Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

2.3.8.HCDM.3:

Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).

2.3.8.HCDM.4:

Describe the signs, symptoms, and potential impacts of STIs (including HIV).

2.3.8.HCDM.2:

Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.

2.3.8.HCDM.5:

Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs

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(including HIV) transmission.

2.3.8.ATD.2:

Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.

2.3.8.PS.1:

Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).

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DESIRED RESULTS

Established Goals

Students will be able to gather evidence to respond to the following essential questions:

- What is consent, and what role does it play in interpersonal relationships?
- What are the differences between healthy and unhealthy relationships?
- How can I access information, support, and resources to make informed choices in my interpersonal relationships?

Transfer

Students will be able to independently use their learning to identify and express rights, respect, and responsibility in their interpersonal relationships.

Meaning

Big Ideas & Understandings

- Students will understand that...
- Healthy relationships with others are built around the 3 R's: Rights, Respect, and Responsibility.
 - Every person has dignity and worth and deserves respect. Diversity in gender, identity, race, religion, culture, and sexual orientation should be celebrated.
 - Open communication is an important part of maintaining healthy relationships.
 - Relationships should never be coercive or exploitative, but instead should be based on mutual respect.

Essential Questions

- Students will keep considering...
- What is consent, and what role does it play in interpersonal relationships?
 - What are the differences between healthy and unhealthy relationships?
 - How can I access information, support, and resources to make informed choices in my interpersonal relationships?

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Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• Human beings are inherently different, and make up a variety of sexual orientations and gender identities.• Open, respectful lines of communication are vital for maintaining healthy relationships.• It is normal to have sexual feelings; however, feelings should not always be acted upon.• Personal boundaries should be enforced and respected at all times.• It is wrong to use psychological pressure, fear, or physical force to make people do things without their consent.	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Explaining the differences between sexual orientation and gender identity.• Comparing and contrasting elements of healthy and unhealthy relationships, including but not limited to: communication, feelings, and behaviors.• Creating and enforcing personal boundaries in interpersonal relationships, while respecting the boundaries of others.• Making informed choices in relationships and dating environments.• Accessing information, support, and resources on a variety of topics.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<p>Performance Task(s):</p> <p>Including but not limited to:</p> <p>Do Nows and Exit Tickets Vocabulary Practice Note-Taking Activities Pair, Small Group, and Whole Group Discussion Quizzes and Tests</p>
	Other Evidence:

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

Each learning event is suggested to take place, at minimum, during 1 50-minute lesson.

8th Grade Quarter 3:

- Change is Good

Topic: Puberty and Adolescent Development

Key Concepts: Puberty; Accessing Information/ Support/ Resources

- Understanding Boundaries

Topic: Healthy Relationships and Personal Safety

Key Concepts: Consent; Sexual abuse/ assault prevention; Accessing information/ support/ resources

- I Am Who I Am

Topic: Identity

Key Concepts: Sexual Orientation/ Gender Identity; Gender Roles

- Creating a Safe School: Celebrating All

Topic: Identity and Personal Safety

Key Concepts: Sexual Orientation/ Gender Identity

- More Than Friends

Topic: Understanding Romantic Relationships and Healthy Relationships

Key Concepts: Relationships; Decision Making; Abstinence

- Healthy or Unhealthy Relationships? How Are They Different?

Topic: Healthy Relationships

Key Concepts: Relationships; Gender/ Gender Roles and Stereotypes; Consent

- Talking Without Speaking: The Role of Texting and Social Media in Relationships

Topic: Healthy Relationships

Key Concepts: Relationships; Decision-Making; Consent

8th Grade Quarter 4:

- Liking and Loving: Now and When I'm Older

Topic: Pregnancy & Reproduction; Healthy Relationships

Key Concepts: Sexual Orientation/ Gender Identity; Relationships

- Reproduction Basics

Topic: Pregnancy & Reproduction

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Key Concepts: Anatomy & Reproduction; Pregnancy

- Lets Talk About It

Topic: Anatomy & Physiology; Pregnancy & Reproduction; Sexually Transmitted Diseases & HIV

Key Concepts: Decision-Making; Consent; Accessing information/ support/ resources

- Making Smart Choices

Topic: Puberty and Adolescent Development; Pregnancy and Reproduction

Key Concepts: Decision Making; Abstinence; Condoms and Birth Control

- Warning Signs: Understanding Sexual Abuse and Assault

Topic: Personal Safety

Key Concepts: Sexual Abuse/ Assault Prevention; Accessing information/ support/ resources

Sample lesson plans can be found [here](#).

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[Click here](#) for a Teacher's Guide (Before Your Teach) and Framework for 3 R's Education.

[Click here](#) for sample lessons.

ATTACHMENTS



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