

Focus Topic: Standard 2.1: Wellness

TSW = The Student Will

| Objective(s) | NJCCCS Alignment | Essential Questions | Understandings | Suggested Assessments |
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| TSW explain how health data can improve each dimension of personal wellness | 2.1.6.A.1 | How does health data assist in fitness assessments? | Healthy choices contribute to wellness | <ul style="list-style-type: none"> • Ongoing observation & questioning during class discussions |
| TSW understand that personal lifestyle habits, environment, and heredity influences growth and development throughout life stages | 2.1.6.A.2 | What impact does technology have on wellness? | Technology impacts wellness | <ul style="list-style-type: none"> • Performance tasks |
| TSW determine factors that influence the healthcare product purchases and use of personal hygiene practices | 2.1.6.A.3 | What is uniqueness? | Goals, choices, and behaviors are influenced | <ul style="list-style-type: none"> • Role playing • Projects |
| TSW identify factors that influence food choices and eating patterns | 2.1.6.B.1 | How do food choices affect a person? | | <ul style="list-style-type: none"> • Technology Integration |
| TSW understand the benefits and risks associated with nutritional choices based on eating patterns | 2.1.6.B.2 | What are preventative measures? | | <ul style="list-style-type: none"> • Differentiated Instruction |
| TSW create a balanced nutritional meal based on nutritional content, value, calories and cost | 2.1.6.B.3 | How does a person avoid conflict? | | |
| TSW compare and contrast nutritional information on food products in order to make informed choices | 2.1.6.B.4 | | | |
| TSW identify ways of detecting and treating health conditions that are prevalent in adolescents | 2.1.6.C.1 | | | |

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| TSW determine the impact of public health strategies in preventing diseases and health conditions | 2.1.6.C.2 | | | |
| TSW compare and contrast forms of mental illness such as phobias, anxiety and panic disorders, and depression | 2.1.6.C.3 | | | |
| TSW compare and contrast the incidence and characteristics of intentional and unintentional injuries in adolescents | 2.1.6.D.1 | | | |
| TSW explain what to do if abuse is suspected or occurs | 2.1.6.D.2 | | | |
| TSW summarize the components of the traffic safety system | 2.1.6.D.3 | | | |
| TSW explain how people contribute to making the system effective | 2.1.6.D.3 | | | |
| TSW identify when to use basic first aid procedures | 2.1.6.D.4 | | | |
| TSW examine how personal assets and protective factors support healthy social and emotional development | 2.1.6.E.1 | | | |
| TSW make recommendations to resolve incidences of school and community, conflict, violence, harassment, and bullying | 2.1.6.E.2 | | | |
| TSW compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation | 2.1.6.E.3 | | | |

Suggested Activities/Resources

- Brainstorm responses to the question ‘How can too much noise affect your health’? Lead students to answers such as increased stress, high blood pressure, etc. Have students develop ways to reduce exposure to loud noises.
Rate sound with a decibel scale
- Create a triangle with points labeled: “Mental Health” “Physical Health” and “Social Health”. Groups of students sit in a triangle...pass a ball around and the person who passes the ball must describe one action that supports personal or family health realtion to his/her team’s area
- Literature Connection: *Small Steps* (Louis Sachar); *The Feelings Book: The Care and Keeping of Your Emotions* (Lynda Madison)

Focus Topic: Standard 2.2: Integrated Skills

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| Objective(s) | NJCCCS Alignment | Essential Questions | Understandings | Suggested Assessments |
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| TSW demonstrate verbal and nonverbal interpersonal communication may be a determining factor in health and safety related situations | 2.2.6.A.1 | Why is communication important? | People are entitled to have ideas and opinions | <ul style="list-style-type: none"> • Ongoing observation & questioning during class discussions • Performance tasks • Role playing • Projects • Technology Integration • Differentiated Instruction |
| TSW demonstrate and evaluate the effective use of communication skills, including refusal, negotiation, and assertiveness | 2.2.6.A.2 | Why is it important to be tolerant of other's ideas and opinions? | Decisions play an important role in everyday life | |
| TSW demonstrate effective decision-making in health and safety situations | 2.2.6.B.1 | Why are goals important? | Role models have influence | |
| TSW predict how the outcomes of a health related decision may differ in alternative situations | 2.2.6.B.2 | What are ethics? | Health decisions are influenced | |
| TSW determine how conflicting interests may influence decisions | 2.2.6.B.3 | How do you make a decision? | Community service impacts wellness | |
| TSW use personal health data to support achievement in short and long term health goals | 2.2.6.B.4 | What is a vision? | | |
| TSW understand how character and core ethical values can be useful in challenging situations | 2.2.6.C.1 | To what extent do outside influences shape values? | | |
| TSW predict situations that may challenge an individual's core ethical values | 2.2.6.C.2 | | | |

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| TSW develop ways to proactively include peers with disabilities at home, at school and within the community | 2.2.6.C.3 | | | |
| TSW identify goals of various community and service organization initiatives | 2.2.6.D.1 | | | |
| TSW determine opportunities for volunteer service | 2.2.6.D.1 | | | |
| TSW develop a position on a health related topic and present to peers | 2.2.6.D.2 | | | |
| TSW determine the validity and reliability of health resources | 2.2.6.E.1 | | | |
| TSW distinguish health issues that warrant support from trusted adults | 2.2.6.E.2 | | | |
| <p>Suggested Activities/Resources</p> <ul style="list-style-type: none"> • Define assertiveness noting various definitions. Describe the following acronym B=body posture E=eye contact S=speech T=tone of voice (BEST). Given scenarios, have students practice assertive responses • Have students rate their communication skills (use teacher produced rubric) in the following areas: parents, older adults, siblings, teachers, friends, younger children • Literature Connection: <i>The Candy Shop War</i> (Brandon Mull); <i>Who Was Ben Franklin?</i> (Dennis Brindell Fradin) | | | | |

Focus Topic: Standard 2.3: Drugs and Medicines

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| Objective(s) | NJCCCS Alignment | Essential Questions | Understandings | Suggested Assessments |
|--|------------------|--|---|---|
| TSW understand the short and long term effects and the potential for abuse of over the counter medicines, including herbal supplements | 2.3.6.A.1 | Why are medicines used? | Certain drugs have harmful effects on the mind and body | <ul style="list-style-type: none"> • Ongoing observation & questioning during class discussions • Performance tasks |
| TSW discuss factors to consider when choosing an over-the-counter medicine | 2.3.6.A.2 | How does tobacco use affect people? | Alcohol, tobacco, and some drugs are addictive | |
| TSW identify abuse of prescription and over the counter medicines | 2.3.6.A.2 | What are the effects of alcohol? | Illegal drugs are harmful | <ul style="list-style-type: none"> • Role playing • Projects • Technology Integration |
| TSW describe how the use and abuse of alcohol impacts behavior and contributes to the incidence of illness and injuries | 2.3.6.B.1 | What are means of dealing with addiction? | Substance abuse affects others | |
| TSW discuss the classifications of illegal drugs and controlled substances and give examples of each | 2.3.6.B.1 | How does substance abuse affect others around you? | | <ul style="list-style-type: none"> • Differentiated Instruction |
| TSW describe the physical and behavioral effects of each classification of drugs | 2.3.6.B.1 | | | |
| TSW relate tobacco use to disease | 2.3.6.B.2 | | | |
| TSW compare laws, policies and procedures on smokers and non-smokers | 2.3.6.B.3 | | | |

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| TSW determine how the impact of substance abuse affects the individual and the family and describe ways that family and friends can support a drug-free lifestyle | 2.3.6.B.4 | | | |
| TSW determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk | 2.3.6.B.5 | | | |
| TSW understand the signs and symptoms of inhalant abuse | 2.3.6.B.6 | | | |
| TSW be able to identify the relationship between injected drug use and diseases (HIV/AIDS) | 2.3.6.B.7 | | | |
| TSW summarize the signs and stages that lead to dependency and addiction | 2.3.6.C.1 | | | |
| TSW explain how wellness is affected during the stages of drug dependency and addiction. | 2.3.6.C.2 | | | |
| TSW determine effective strategies to stop using alcohol, tobacco and other drugs | 2.3.6.C.4 | | | |
| <p>Suggested Activities/Resources</p> <ul style="list-style-type: none"> • What does smoking cost? – compare current costs of age appropriate items to a smoking habit. Have small groups calculate the cost of smoking weekly, monthly, yearly. Write a journal entry explaining the things a smoker could do with the money saved if the smoking habit stopped • Chart uses of medication (i.e. poison ivy, strep throat, acne, hives, upset stomach, pneumonia, HIV infections) – Supply the class with consumer guides, pharmacological information or use web sites and write down the important points about each medication. • Literature Connection: <i>Joey Pigza Loses Control</i> (Jack Gantos); <i>The Biography of Tobacco</i> (Carrie Gleason) | | | | |

Focus Topic: Standard 2.4: Human Relationships and Sexuality

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| Objective(s) | NJCCCS Alignment | Essential Questions | Understandings | Suggested Assessments |
|--|------------------|-----------------------------------|--|---|
| TSW compare and contrast how families may change over time | 2.4.6.A.1 | How do families meet needs? | Every person contributes to the family | <ul style="list-style-type: none"> • Ongoing observation & questioning during class discussions • Performance tasks • Projects • Role playing • Technology Integration • Differentiated Instruction |
| TSW understand the characteristics of healthy friendships and relationships | 2.4.6.A.2 | How do peer relationships change? | Peer relationships change | |
| TSW examine types of relationships that they may experience over time | 2.4.6.A.3 | What is adolescence? | Every person experiences growth patterns | |
| TSW demonstrate successful resolution to a problem among friends and in other relationships | 2.4.6.A.4 | | | |
| TSW compare and contrast the role of dating and dating behaviors in adolescence | 2.4.6.A.5 | | | |
| TSW compare growth patterns of males and females during adolescence | 2.4.6.B.1 | | | |
| TSW understand strategies to remain abstinent and resist pressures to become sexually active | 2.4.6.B.2 | | | |

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| TSW describe behaviors that place one at risk for HIV/AIDS or unintended pregnancy | 2.4.6.B.3 | | | |
| TSW predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior | 2.4.6.B.4 | | | |
| TSW understand the sequence of fertilization and fetal development during pregnancy | 2.4.6.C.1 | | | |
| TSW identify signs and symptoms of pregnancy | 2.4.6.C.2 | | | |
| TSW identify prenatal practices that support a healthy pregnancy | 2.4.6.C.3 | | | |
| TSW predict challenges that may be faced by adolescent parents and their families | 2.4.6.C.4 | | | |
| <p>Suggested Activities/Resources</p> <ul style="list-style-type: none"> • Students brainstorm factors that support friendship and enter them on the drawing of a tree. Students compare work • Journal about the “ideal” parent...definition of and support sentences or write a job description for a parent based on real life activities • Literature Connection: <i>Families</i> (Ann Morris); <i>The Outsiders</i> (S. E. Hinton); <i>It's Perfectly Normal: Changing Bodies, Growing Up, Sex, and Sexual Health</i> (Robie H. Harris) | | | | |

Focus Topic: Standard 2.5: Motor Skill Development

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| Objective(s) | NJCCCS Alignment | Essential Questions | Understandings | Suggested Assessments |
|---|------------------|--|-------------------------------|---|
| TSW explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings | 2.5.6.A.1 | How does practice and effort impact performance? | Movement provides opportunity | <ul style="list-style-type: none"> • Ongoing observation & questioning during class discussions • Performance tasks • Self-Assessment • NJ TAP IN Checklist • Projects • Technology Integration • Differentiated Instruction |
| TSW explain concepts of force and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments | 2.5.6.A.2 | What is movement? | Movement allows expression | |
| TSW create and demonstrate planned movement sequences | 2.5.6.A.3 | What strategies affect movement skills? | Attitude affects performance | |
| TSW use self-evaluation to correct errors in movement performance | 2.5.6.A.4 | How does effective and appropriate movement affect wellness? | | |
| TSW demonstrate the use of offensive, defensive, and cooperative strategies while in a team setting and during group activities | 2.5.6.B.1 | | | |
| TSW compare and contrast strategies use strategies used to impact effectiveness and also to make modifications for improvement | 2.5.6.B.2 | | | |

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| TSW modify improvements as necessary to improve effectiveness | 2.5.6.B.2 | | | |
| TSW compare the roles and responsibilities of players and observers | 2.5.6.C.1 | | | |
| TSW exhibit good sportsmanship during team play | 2.5.6.C.1 | | | |
| TSW apply rules and procedures for specific games, sports and competitive activities | 2.5.6.C.2 | | | |
| TSW relate the origin and rules associated with certain games, sports and dances to various cultures | 2.5.6.C.3 | | | |

Suggested Activities/Resources

- Graffiti walls – using chart paper, post concepts, questions or brainstorming ideas
- Blindfold activities – one student is blindfolded and another student serves as a guide. The guide must be able to communicate clearly while the student who is blindfolded must be able to listen for information.
- Literature Connection: Sportsmanship (John S. Bowman); Forces and Motion (Sally Hewitt)

Focus Topic: Standard 2.6: Fitness

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| Objective(s) | NJCCCS Alignment | Essential Questions | Understandings | Suggested Assessments |
|--|------------------|--|--|---|
| TSW describe the relationship between physical activity and social, emotional and health benefits | 2.6.6.A.1 | How does fitness affect health and well being? | Personal fitness is important in order to lead a healthy lifestyle | <ul style="list-style-type: none"> • Ongoing observation & questioning during class discussions • Performance tasks • Self-Assessment • NJ TAP IN Checklist • Projects • Technology Integration • Differentiated Instruction |
| TSW determine to what extent various activities improve skill related fitness vs. health related fitness | 2.6.6.A.2 | What is training? | Training principles improve personal fitness | |
| TSW develop and implement a fitness plan based on an assessment of one’s personal fitness level | 2.6.6.A.3 | In what ways is physical activity beneficial? | Technology impacts fitness | |
| TSW monitor health and fitness indicators before, during and after a fitness program | 2.6.6.A.3 | How does personal fitness impact wellness? | | |
| TSW predict how factors such as health status, interests, environmental conditions, and available time impact personal fitness | 2.6.6.A.4 | | | |
| TSW relate physical activity, healthy eating, and body composition to personal fitness and health | 2.6.6.A.5 | | | |

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| TSW apply the principles of training (frequency, intensity, time and type) | 2.6.6.A.6 | | | |
| TSW describe the physical and behavioral effects of steroids and performance enhancing substances | 2.6.6.A.7 | | | |

Suggested Activities/Resources

- Graffiti walls – using chart paper, post concepts, questions or brainstorming ideas
- Blindfold activities – one student is blindfolded and another student serves as a guide. The guide must be able to communicate clearly while the student who is blindfolded must be able to listen for information.
- Create two sets of cards. Label one set with the names of various muscles and the other with an exercise that works that muscle or muscle group. Divide the class into two groups giving one group the muscle cards and the other group the exercise cards. Have students match their cards with an appropriate partner and perform the exercise.
- Literature Connection: Lake Rescue (Annie Bryant); Planning and Preparing Healthy Meals and Snacks: A Day-to-Day Guide to a Healthier Diet (Jennifer Silate)