

Focus Topic: Standard 2.1: Wellness

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessments
TSW discuss how health data can improve personal wellness	2.1.6.A.1	How do body parts work together?	Healthy choices contribute to wellness	<ul style="list-style-type: none"> • Ongoing observation & questioning during class discussions • Performance tasks • Role playing • Projects • Technology Integration • Differentiated Instruction
TSW understand that personal lifestyle influences growth and development throughout life stages	2.1.6.A.2	What factors influence food choices?	Environmental conditions influence food choices	
TSW identify factors that influence the healthcare product purchases	2.1.6.A.3	What is nutrition?	Nutritional choices affect wellness	
TSW identify factors that influence food choices and eating patterns	2.1.6.B.1	How do you determine appropriate portion sizes?	Safety can avoid injury	
TSW understand the benefits and risks associated with nutritional choices	2.1.6.B.2	How do health conditions affect a person?		
TSW create a balanced nutritional meal based on nutritional content, value, calories and cost	2.1.6.B.3	How does a person avoid injury?		
TSW make informed choices on food products	2.1.6.B.4			
TSW identify conditions that are prevalent in adolescents	2.1.6.C.1			

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 discuss the physical, social, and emotional impacts of all forms of abuse and discuss what to do if any form of abuse is suspected or occurs	2.1.6.D.2			
TSW understand the components of the traffic safety system	2.1.6.D.3			
TSW examine how protective factors support healthy social and emotional development	2.1.6.E.1			
TSW make recommendations to resolve 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

- Develop a health and grooming checklist
- Snack Attack – take a box and decorate it to resemble a vending machine. Students tape the wrappers from their favorite snack to the window part of the vending machine. Have the class vote as to whether the snack is healthy or unhealthy.
- Literature Connection: *Food Chain Frenzy* (Anne Capeci); *Good Enough to Eat: A Kid's Guide to Food and Nutrition* (Lizzy Rockwell); *Cloudy with a Chance of Meatballs* (Judi Barrett)

Focus Topic: Standard 2.2: Integrated Skills

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Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessments
TSW understand that effective 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?	Character traits are learned	
TSW predict outcomes of a health related decision	2.2.6.B.2	How is a person influenced?	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 short and long term health goals	2.2.6.B.4	Why are character traits important in life?		
TSW discuss the characteristics of a role model	2.2.6.C.1	What is a role model?		

TSW predict situations that may challenge an individual's core ethical values	2.2.6.C.2			
TSW interact with peers with disabilities	2.2.6.C.3			
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 of health resources	2.2.6.E.1			
TSW distinguish health issues that warrant support from trusted adults	2.2.6.E.2			
Suggested Activities/Resources				
<ul style="list-style-type: none"> • Brainstorm ways that advertising companies use gimmicks to sell products. Have student groups develop their own advertising gimmicks • Give groups of students a situation that requires refusal skills and assertiveness. Have students outline ways to say no • Literature Connection: <i>No Talking</i> (Andrew Clements); <i>The Lemonade War</i> (Jacqueline Davies); <i>Caps for Sale</i> (Esphyr Slobodkina) 				

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	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 • Role playing • Projects • Technology Integration • Differentiated Instruction
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	
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?		
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			

TSW describe how 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 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 identify the stages that lead to dependency and addiction	2.3.6.C.1			
TSW explain the effects of drug abuse on one's wellness	2.3.6.C.2			
TSW determine effective strategies to stop abuse	2.3.6.C.4			
<p>Suggested Activities/Resources</p> <ul style="list-style-type: none"> • Use examples to point out that it is important to know the facts in order to make effective decisions. Read a statement about drugs and medicines and have students move to a predetermined corner of the room if he/she believes the statement is a myth or a fact • Review local newspapers for incidents that involve violent behavior and the use of alcohol, tobacco, and other drugs. Invite the school's DARE officer to class to discuss similar situations and review strategies to deal with this behavior. • Literature Connection: <i>Chocolate Fever</i> (Robert Kimmel Smith); <i>Tobacco</i> (Ana Deboo); <i>Danger: Drugs and Your Friends</i> (E. Rafaela Picard) 				

Focus Topic: Standard 2.4: Human Relationships and Sexuality

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Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessments
TSW understand that 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	2.4.6.A.4			
TSW compare growth patterns of males and females during adolescence	2.4.6.B.2			
TSW describe behaviors that place one at risk for HIV/AIDS	2.4.6.B.3			
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			
Suggested Activities/Resources				
<ul style="list-style-type: none">• Students research the life spans of various animals and compare them to the life span of human beings• Create a graphic organizer that illustrates the impact of hormones• Research family relationships in various historical periods and compare them to modern families• Literature Connection: <u><i>It's Perfectly Normal: Changing Bodies, Growing Up, Sex, and Sexual Health</i></u> (Robie H. Harris); <u><i>Where the Red Fern Grows</i></u> (Wilson Rawls); <u><i>Chicken Soup for the Preteen Soul : 101 Stories of Changes, Choices and Growing up for Kids</i></u> (Jack Canfield)				

Focus Topic: Standard 2.5: Motor Skill Development

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Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessments
TSW perform planned movement sequences	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 motion	2.5.6.A.2	What is movement?	Movement allows expression	
TSW demonstrate control while making modifications to movement	2.5.6.A.2	What strategies affect movement skills?	Attitude affects performance	
TSW create and demonstrate planned movement sequences	2.5.6.A.3		Rules affects play	
TSW use self-evaluation to correct errors in movement performance	2.5.6.A.4			
TSW demonstrate the use of offensive, defensive, and cooperative strategies while in a team setting	2.5.6.B.1			
TSW use strategies used to impact effectiveness	2.5.6.B.2			
TSW modify improvements as necessary to improve effectiveness	2.5.6.B.2			
TSW understand roles and responsibilities of team players	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	2.5.6.C.2			

Suggested Activities/Resources

- Word bank – provide students with a bank of words from the unit. Students must use a teacher-determined number of words in a paragraph to demonstrate their understanding of the terms.
- Tic Tac Toe – place nine index cards in a Tic-Tac-Toe grid. Have students flip cards either diagonally, horizontally or vertically and use the three words to create a sentence.
- Learn a line dance (Electric Slide or Continental) or folk dance (Troika or Turkey in the Straw)
- Literature Connection: *And Nobody Got Hurt!: The World's Weirdest, Wackiest, True Sports Stories* (Len Berman); *Isaac Newton and the Laws of Motion* (Andrea Gianopoulos); *Motion* (Bonnie Juettner)

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 describe how the body adapts to physical activity over a period of time	2.6.6.A.2	What is training	Training principles improve personal fitness	
TSW develop a fitness plan	2.6.6.A.3	In what ways is physical activity beneficial?		
TSW predict the various impacts on a fitness plan	2.6.6.A.4	How does personal fitness impact wellness?		
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

- Word bank – provide students with a bank of words from the unit. Students must use a teacher-determined number of words in a paragraph to demonstrate their understanding of the terms.
- Tic Tac Toe – place nine index cards in a Tic-Tac-Toe grid. Have students flip cards either diagonally, horizontally or vertically and use the three words to create a sentence.
- Write strength exercises on strips of paper (push ups, crunches, etc.). Divide class into groups and have students choose a strip of paper and perform the exercise
- Literature Connection: *Why Do We Need to Be Active?* (Angela Royston) *Steroids* (A. R. Schaefer); *Juice* (Eric Walters)

Assessments	Formative, summative, alternative assessments, performance assessments, project assessments, performance tasks, exit tickets, observations, fitness pre & post assessments
21st Century Skills and Career Integration	Global awareness, communication and collaboration, life skills
Technology Integration	Websites/apps for fitness, multimedia resources, video streaming, pod casting, xBox Dance
Interdisciplinary Connections	Writing: self-assessment / exit tickets, math patterns
Core Instructional and Supplemental Materials	Physical education websites, streaming services, Health series
Modifications/Accommodations	ELL: Alternate responses, extended time, teacher modeling, simplified directions, vocabulary banks, manipulatives, nonverbal responses, sentence frames, prompts, partner talk Special Education: Enlarged graph paper, small group instruction, highlighted instructions/keywords and/or computation signs, hands on activities, visual cues, number line, modified assessment, models G&T: Enrichment activities, centers, projects, flexible grouping, interest centers, learning log, extension activities, small group 504/Students at Risk: Enlarged graph paper, small group instruction, highlighted instructions/keywords and/or computation signs, hands on activities, visual cues, number line, modified assessment, models