

Unit Number and Title	First Aid Facts
Unit Duration	September
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Define first aid and explain the role it plays in emergency situations ● Explain the methods of handling first aid for a range of common minor emergencies ● Identify the roles of public safety groups and how to access each for help ● Identify negative behavior and group activities that pose danger and identify existing and potential safety hazards
Life Skill	<ul style="list-style-type: none"> ● List and practice Emergency Response Steps ● Simulate a first aid station where you triage the patients, administer first aid, and refer other patients to appropriate resources for help ● Access your own personal safety support system within the community ● Set up routines for safety precautions (refusal skills) at home, at school, in the community, in in one’s personal relationships
Vocabulary	eliminate, infection, aggressive behavior , anaphylactic shock, apply, assertive, allergic, adverse, precaution, antibiotic
Essential Questions	<ul style="list-style-type: none"> ● What is first aid? ● How do you know if a situation is dangerous? ● How can I help if someone is injured? ● How can I prevent injuries and emergencies from occurring? ● How can I help resolve conflicts within a community? ● How can violence be avoided?
Enduring Understanding	<ul style="list-style-type: none"> ● Being of service to others in a time of need. ● The ability to access personal safety support systems. ●

Student Outcomes	<ul style="list-style-type: none"> ● Understand the importance of knowing basic first aid to support others in need. ● Perform basic first aid strategies. ● The importance of avoiding dangerous situations. ● How to call for assistance during various situations.
Assessment Evidence	
Assessments	<ul style="list-style-type: none"> ● Observations ● Classroom Discussion ● Role Play ● End of Unit Quiz ● Teacher Manual Handouts
NJSLS	
NJSLS Performance Expectations	<ul style="list-style-type: none"> ● 2.1.5.CHSS.1:: Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals). ● 2.3.5.PS1:: Develop strategies to reduce the risk of injuries at home, school, and in the community. ● 2.3.5.PS.2:: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.). ● 2.3.5.PS.2:: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.). ● 2.3.5.PS1:: Develop strategies to reduce the risk of injuries at home, school, and in the community.
Unit Number and Title	Brainstorms! Your Central Nervous System
Unit Duration	October
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Set goals and practice ways of developing greater use of the faculties of the brain ● Practice sharpening the senses and being conscious of the messages sent to the brain ● Practice refusal skills that can protect you from dangerous risks

	<ul style="list-style-type: none"> ● Practice responsible behaviors, including conflict resolution, to avoid risks that might result in injury to the brain ● List the causes and effects of head injuries and various disorders of the brain
Life Skill	<ul style="list-style-type: none"> ● Set goals and practice ways of developing greater use of the faculties of the brain ● Practice sharpening the senses and being conscious of the messages sent to the brain ● Practice refusal skills that can protect you from dangerous risks ● Practice responsible behaviors, including conflict resolution, to avoid risks that might result in injury to the brain
Vocabulary	Reflex action, spinal cord, neuron, hemispheres, brain stem, thalamus cerebellum, cerebrum, anterior, posterior
Essential Questions	<ul style="list-style-type: none"> ● How does the brain work? ● What is the Central Nervous System? ● What are reflexes? ● How do drugs affect the brain and CNS?
Enduring Understanding	<ul style="list-style-type: none"> ● Living a drug free life will enhance the overall function of the human body.
Student Outcomes	<ul style="list-style-type: none"> ● Understand how the brain works. ● Identify the parts of the CNS and explain how they work. ● Explain the effects drugs have on the brain.
Assessment Evidence	
Assessments	<ul style="list-style-type: none"> ● Observation ● Class Discussion ● Completion of Student Issue Activities ● Conflict Role Play ● End of Unit Quiz ● Teacher Manual Handouts
NJSLS	

<p>NJSLS Performance Expectations</p>	<ul style="list-style-type: none"> ● 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity). ● 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics. ● 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. ● 2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary. ● 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors ● 2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs. ● 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products
<p>Unit Number and Title</p>	<p>You Are What You Eat</p>
<p>Unit Duration</p>	<p>November</p>
<p>Unit Goals</p>	
<p>Big Idea</p>	<ul style="list-style-type: none"> ● Explain the basic nutritional guidelines ● Explain the nutritional needs of individuals based on age, gender, activity level, and state of health ● Know illnesses associated with food handling ● Assess the knowledge level of the community regarding nutrition, using everything you have learned about nutrition
<p>Life Skill</p>	<ul style="list-style-type: none"> ● Propose alternate menus for the family that meet dietary guidelines ● Plan a diet that is appropriate to your place in the life cycle and one that will be appropriate ten years from now ● Debate which job in the community is the most important in preventing diseases associated with food handling ● Discover if your local grocery store provides a variety of foods that promote choices that are more healthful and meet the needs of varied diets within the community

Vocabulary	Nutrient, protein, carbohydrate, polyunsaturated fats, vitamins and minerals, calorie, fiber, saturated fats, type 2 diabetes, sodium
Essential Questions	<ul style="list-style-type: none"> ● What does it mean to eat healthy? ● What can happen to someone who does not eat healthy? ● How can I have a healthy diet?
Enduring Understanding	<ul style="list-style-type: none"> ● Eating healthy will help lower the risk of health conditions and diseases. ● Individuals can become very sick if food is not handled properly.
Student Outcomes	<ul style="list-style-type: none"> ● Explain the basic nutritional guidelines and food groups. ● Understand the importance of eating a healthy diet. ● How to handle food properly to prevent diseases.
Assessment Evidence	
Assessments	<ul style="list-style-type: none"> ● Observations ● Classroom Discussions ● Conflict Role Play ● Completion of Student Issue Activities ● End of Unit Quiz ● Teacher Manual Handouts
NJSLS	
NJSLS Performance Expectations	<ul style="list-style-type: none"> ● 2.2.5.N.1:: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. ● 2.2.5.N.2:: Create a healthy meal based on nutritional content, value, calories, and cost. ● 2.2.5.N.3:: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture. ● 2.1.5.PGD.1:: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).

	<ul style="list-style-type: none"> ● 2.2.5.N.2:: Create a healthy meal based on nutritional content, value, calories, and cost. ● 2.1.5.CHSS.2:: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.
Unit Number and Title	Love Your Lungs
Unit Duration	December
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Understand the functions of the Respiratory System ● Identify the impact of pollution on the Respiratory System ● Identify healthy habits for keeping your lungs strong
Life Skill	<ul style="list-style-type: none"> ● Practice proper breathing techniques for maximum health benefits ● Identify symptoms of lung disease and methods to prevent the spread of disease ● Practice saying “NO” to risk-taking behaviors and practices resisting pressure from advertising ● Identify community agencies which are connected with community and respiratory health
Vocabulary	Respiratory system, cilia, trachea, bronchi, bronchiole, alveoli, diaphragm, emphysema lung cancer tar carbon monoxide carbon dioxide addictive nicotine
Essential Questions	<ul style="list-style-type: none"> ● How do we breathe? ● What is the Respiratory System? ● How does smoking impact the respiratory system?
Enduring Understanding	<ul style="list-style-type: none"> ● Individuals who smoke are polluting the environment. ● Breathing in smoke could damage your respiratory system
Student Outcomes	<ul style="list-style-type: none"> ● Explain the structure and function of the respiratory system. ● Describe the importance of choosing to be tobacco/drug free. ● Understand how smoke from tobacco and drug use effects respiratory system?

Assessment Evidence

Assessments

- Observations
- Classroom Discussions
- Conflict Role Play
- Completion of Student Issue Activities
- End of Unit Quiz
- Teacher Manual Handouts

NJSLA

NJSLS Performance Expectations

- 2.2.5.N.1:: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- 2.2.5.N.2:: Create a healthy meal based on nutritional content, value, calories, and cost.
- 2.2.5.N.3:: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.
- 2.1.5.PGD.1:: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
- 2.2.5.N.1:: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- 2.2.5.N.2:: Create a healthy meal based on nutritional content, value, calories, and cost.
- 2.1.5.CHSS.2:: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.
- 2.2.5.N.2:: Create a healthy meal based on nutritional content, value, calories, and cost.

Unit Number and Title

Those Crazy Mixed - Up Emotions

Unit Duration

January

Unit Goals

This pacing guide is subject to timeline modifications.

August 2024

Big Idea	<ul style="list-style-type: none"> ● Describe human emotions and their effects on the body ● Identify responsible and irresponsible methods for handling strong emotions ● Identify events in life which trigger emotions such as grief, depression, anxiety, guilt, and fear ● Explain how to recognize and avoid risky situations involving personal safety
Life Skill	<ul style="list-style-type: none"> ● Express emotions appropriately through communication skills ● Practice positive skills for coping with stress, conflict, disappointment, and failure ● Identify resources for help in your community for a variety of problems that might occur in life ● Practice assertiveness, refusal skills, and locating resources, for help in the community
Vocabulary	Emotions, maturity, appropriate, hormones, adrenaline ,communicate, negotiate, depression, reflex, action, independent
Essential Questions	<ul style="list-style-type: none"> ● How are people affected by emotions? ● How can I express my emotions respectfully? ● What are the skills for handling negative emotions?
Enduring Understanding	<ul style="list-style-type: none"> ● It is ok to seek resources for help in the community. ● Handling your emotions will have a positive influence on your health.
Student Outcomes	<ul style="list-style-type: none"> ● Describe human emotions and their effects on the body. ● Understand the power emotions have to influence your health. ● Understand the importance of knowing how to handle emotions responsibly.
Assessment Evidence	
Assessments	<ul style="list-style-type: none"> ● Observations ● Classroom Discussions ● Conflict Role Play ● Completion of Student Issue Activities ● End of Unit Quiz ● Teacher Manual Handouts
NJSLS	

<p>NJSLS Performance Expectations</p>	<ul style="list-style-type: none"> ● 2.1.5.EH.3:: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). ● 2.1.5.SSH.6:: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. ● 2.1.5.CHSS.3:: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress. ● 2.3.5.PS.5:: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries. ● 2.3.5.HCDM.3:: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias). ● 2.1.5.PGD.5:: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health. ● 2.1.5.EH.2:: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
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<p>Unit Number and Title</p>	<p>Growing Up</p>
<p>Unit Duration</p>	<p>February</p>
<p>Unit Goals</p>	
<p>Big Ideas</p>	<ul style="list-style-type: none"> ● Explain the endocrine system, including major glands and the role hormones play in stimulating body functions ● Identify the biological differences between males and females ● Identify the connections between good hygiene, your appearance, and feeling good about the way you look ● Define maturity
<p>Life Skills</p>	<ul style="list-style-type: none"> ● Identify values, responsibilities, and decisions, related to growing up ● Practice speaking respectfully to another person by abstaining from sexual harassment ● Practice hygiene routines for enhanced appearance analyze the effect on your self-esteem ● Select and demonstrate appropriate life skills for various situations, including refusal and assertiveness skills, locating resources, and positive alternatives to negative behaviors
<p>Vocabulary</p>	<p>Puberty, hormones, eggs, ovaries, uterus, menstrual period, vagina, sperm, testicles, pregnant, penis, scrotum</p>
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● What physical and emotional changes occur during puberty, and how can we manage these changes in a healthy way?

	<ul style="list-style-type: none"> ● What are the key components of making safe and healthy choices as we grow older, and how can we develop good decision-making skills?
Enduring Understanding	<ul style="list-style-type: none"> ● Puberty is a time of physical, social, and emotional changes. ● Pregnancy can be achieved through a variety of methods. ● All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation. ● People in healthy relationships share thoughts and feelings, as well as mutual respect. ● Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations. ● Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations. ● Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.
Student Outcomes	<ul style="list-style-type: none"> ● Examine how the body changes during puberty and how these changes influence personal self-care. ● Explain common human sexual development and the role of hormones. ● Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health. ● Explain what puberty is and why it happens. ● Exhibit healthy hygiene habits that promote good health. ● Differentiate between a physical and psychological changes. ● Identify what puberty is and why it happens.
Assessment Evidence	
Assessments	<ul style="list-style-type: none"> ● Observations ● Classroom Discussions ● Conflict Role Play ● Completion of Student Issue Activities ● End of Unit Quiz ● Teacher Manual Handouts
NJSLS	

<p>NJSLS Performance Expectations</p>	<ul style="list-style-type: none"> ● 2.1.5.PGD.1:: Explain the relationship between sexual intercourse and human reproduction. ● 2.1.5.PGD.2:: Examine how the body changes during puberty and how these changes influence personal self-care. ● 2.1.5.PGD.3:: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary. ● 2.1.5.PGD.4:: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset). ● 2.1.5.SSH.2:: Differentiate between sexual orientation and gender identity. ● 2.1.5.SSH.3:: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). ● 2.1.5.SSH.6:: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. ● 2.1.5.SSH.7:: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others. ● 2.1.5.CHSS.1:: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals). ● 2.1.5.CHSS.3:: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress. ● 2.2.5.PF.2:: Accept and respect others of all skill levels and abilities during participation. ● 2.3.5.PS.5:: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries. ● 2.3.5.PS.6:: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse. ● 2.1.5.EH.1:: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. ● 2.1.5.EH.3:: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). ● 2.2.5.MSC.1:: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
<p>Unit Number and Title</p>	<p>Danger Ahead: The Truth About Drugs</p>

Unit Duration	March
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Define the terms drug use, drug misuse, and drug abuse, and identify the short and long term effects of different categories of drugs on the body ● Describe reasons for abusing drugs and how drug abuse by one member affects the whole family ● Identify the ways in which some advertising promotes drug use ● Explain why drugs won't solve problems
Life Skill	<ul style="list-style-type: none"> ● Differentiate among proper use, misuse, and abuse of drugs ● List resources in the community that can help with drug problems ● Analyze print and electronic media ads to determine whether or not they promote the misuse or abuse of drugs ● Make a list of all of the activities you can think of that would be fun and would also help you to be the strongest, healthiest, and most positive person you can be
Vocabulary	addicted, drug misuse, drug abuse, proper use, stimulant, depressant, hallucinogen, inhalant, alcoholism, assets
Essential Questions	<ul style="list-style-type: none"> ● What is peer pressure? ● How can I consistently make good decisions? ● What effects do drugs have on the human body? ● Why is it important to set goals in life?
Enduring Understanding	<ul style="list-style-type: none"> ● Being able to safely navigate through life threatening situations. ● Understanding the value of making good decisions and living a drug free life.
Student Outcomes	<ul style="list-style-type: none"> ● Make good decisions when it comes to peer pressure and drug use. ● Identify the importance of setting and achieving goals. ● Understanding how drug use can affect a person's health and lifestyle in a negative way.
Assessment Evidence	

<p>Assessments</p>	<ul style="list-style-type: none"> ● Observations ● Classroom Discussions ● Conflict Role Play ● Completion of Student Issue Activities ● End of Unit Quiz ● Teacher Manual Handouts
<p>NJSLS</p>	
<p>NJSLS Performance Expectations</p>	<ul style="list-style-type: none"> ● 2.1.5.SSH.6:: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. ● 2.2.5.PF.2:: Accept and respect others of all skill levels and abilities during participation. ● 2.3.5.DSDT.3:: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health. ● 2.3.5.ATD.1:: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer). ● 2.3.5.ATD.2:: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products. ● 2.3.5.ATD.3:: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available. ● 2.3.5.DSDT.1:: Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs. ● 2.3.5.DSDT.2:: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem. ● 2.2.5.PF.4:: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health. ● 2.2.5.PF.5:: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology). ● 2.1.5.EH.4:: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. ● 2.1.5.CHSS.1:: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).

	<ul style="list-style-type: none"> ● 2.1.5.CHSS.2:: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change. ● 2.3.5.DSDT.4:: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs. ● 2.3.5.DSDT.5:: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).
Unit Number and Title	About Blood and HIV
Unit Duration	April
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Describe how the circulatory system works ● Identify components of the blood and the jobs they do ● Determine how HIV affects the immune system ● Define compassion and empathy
Life Skill	<ul style="list-style-type: none"> ● Perform daily exercises which help to keep your circulatory system healthy ● Take responsibility for adopting healthy behaviors ● Practice refusal skills, particularly concerning avoiding behaviors that pose the risk of contracting bloodborne diseases, including HIV ● Practice expressing kindness, especially toward those who are sick
Vocabulary	Circulatory system, atria, ventricles, blood vessels, arteries, veins, capillaries, platelets, red blood cells, plasma, white blood cells, antibodies, communicable, AIDS
Essential Questions	<ul style="list-style-type: none"> ● What is blood made out of? ● How does blood flow through the body? ● How does the immune system protect the body from disease? ● How are diseases spread?

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Enduring Understanding	<ul style="list-style-type: none"> ● Respecting your body will help you lead a healthy lifestyle. ● The importance of practicing good personal hygiene skills.
Student Outcomes	<ul style="list-style-type: none"> ● Define the immune system. ● Understand how HIV impacts the immune system. ● Identify the dangers of taking unhealthy risks. ● Understand how the Circulatory System functions.
Assessment Evidence	
Assessments	<ul style="list-style-type: none"> ● Observations ● Classroom Discussions ● Conflict Role Play ● Completion of Student Issue Activities ● End of Unit Quiz ● Teacher Manual Handouts
NJSLS	
NJSLS Performance Expectations	<ul style="list-style-type: none"> ● 2.2.5.PF.1:: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health. ● 2.2.5.PF.4:: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health. ● 2.3.5.ATD.1:: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer). ● 2.3.5.ATD.2:: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.
Unit Number and Title	All of the Right Stuff
Unit Duration	May

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August 2024

Unit Goals

Big Idea	<ul style="list-style-type: none"> ● Explain the role of advertising in consumer behavior, including identifying at least five different tactics used by advertisers ● Discover what you need to know and to do to be a wise consumer, including analyzing factors that influence your decision to buy ● Identify resources for judging the quality and health risks that might be present in the goods you buy ● Explain what a budget is, how it works, and why it is an important tool for financial success
Life Skill	<ul style="list-style-type: none"> ● Using research from one’s TV viewing or one magazine or newspaper, evaluate the advertising tactics and decide which ones are misleading and in what ways ● Practice wise consumer techniques, including unit price shopping, reading labels, and evaluating advertising claims ● Practice being a consumer advocate by locating a product or advertisement which misleads the consumer and by taking appropriate action to correct the situation ● Practice making a personal budget for one one month which reflects your personal goals
Vocabulary	Consumer unit price, generic, mislead, expiration date, budget, income, expenses, Food and Drug Administration (FDA), Federal Trade Commission
Essential Questions	<ul style="list-style-type: none"> ● How does advertising impact an individual's thought process and decision making? ● What is consumer behavior?
Enduring Understanding	<ul style="list-style-type: none"> ● Demonstrate respect for peaceful conflict resolution by resolving a conflict in a constructive manner. ● Understand the importance of doing research before making decisions.
Student Outcomes	<ul style="list-style-type: none"> ● Understand and explain the role of advertising in consumer behavior. ● Use smart consumer strategies when making decisions.

Assessment Evidence

Assessments	<ul style="list-style-type: none"> ● Observations ● Classroom Discussions ● Conflict Role Play ● Completion of Student Issue Activities ● End of Unit Quiz ● Teacher Manual Handouts
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NJSLS

NJSLS Performance Expectations	<ul style="list-style-type: none"> ● 2.1.5.CHSS.1:: Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals). ● Climate change?
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Unit Number and Title	Bones and Muscles
Unit Duration	June

Unit Goals

Big Idea	<ul style="list-style-type: none"> ● Describe various functions of the skeletal system ● Identify the three muscle types and their functions ● Describe perfect environment in which to perform specific physical activities ● Describe four things which can help to make a healthy body: positive attitude, daily exercise, nutritious diet, good decision making skills
Life Skill	<ul style="list-style-type: none"> ● Practice habits which are designed to strengthen and maintain healthy bones ● Set goals to exercise your muscles and bones 60 minutes a day ● Practice skills needed to avoid sports injury and prevent accidents which might occur in certain environments ● Create a plan to keep your body great and track your progress for a month

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August 2024

Vocabulary	Musculoskeletal system, cartilage, vertebrae, marrow, joint, ligament, smooth muscle, tendons, lactic acid, anabolic steroids
Essential Questions	<ul style="list-style-type: none"> ● Why is it important to exercise? ● What are the different forms of exercise? ● How can you tell if a person is physically fit?
Enduring Understanding	<ul style="list-style-type: none"> ● Exercising on a daily basis will improve an individual's overall health
Student Outcomes	<ul style="list-style-type: none"> ● Understand the importance of exercise. ● Create and implement exercise plans. ● Explain how various body parts in the body benefit from exercise. ● Understand and describe the structure and function of the Muscular and Skeletal Systems. ● Explain the positive effects exercise has on both bones and muscle
Assessment Evidence	
Assessments	<ul style="list-style-type: none"> ● Observations ● Classroom Discussions ● Conflict Role Play ● Completion of Student Issue Activities ● End of Unit Quiz ● Teacher Manual Handouts
NJSLS	
NJSLS Performance Expectations	<ul style="list-style-type: none"> ● 2.2.5.MSC.1:: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). ● 2.2.5.MSC.3:: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). ● 2.2.5.MSC.4:: Develop the necessary body control to improve stability and balance during movement and physical activity.

- 2.2.5.MSC.5:: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
- 2.2.5.MSC.6:: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
- 2.2.5.MSC.7:: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
- 2.2.5.PF.1:: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.
- 2.2.5.PF.2:: Accept and respect others of all skill levels and abilities during participation.
- 2.2.5.PF.3:: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
- 2.2.5.PF.4:: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
- 2.2.5.PF.5:: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
- 2.2.5.LF.1:: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
- 2.2.5.LF.2:: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
- 2.2.5.LF.3:: Proactively engage in movement and physical activity for enjoyment individually or with others.
- 2.2.5.LF.4:: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
- 2.2.5.LF.5:: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.
- 2.1.5.PGD.1:: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
- 2.1.5.PGD.3:: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.
- 2.3.5.PS1:: Develop strategies to reduce the risk of injuries at home, school, and in the community.
- 2.2.5.N.1:: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.

	<ul style="list-style-type: none"> ● 2.2.5.N.2:: Create a healthy meal based on nutritional content, value, calories, and cost. ● 2.2.5.N.3:: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture. ● 2.3.5.HCDM.3:: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).
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Physical Education

Unit	Soccer Skills and Strategies
Unit Duration	6 Weeks
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Soccer combines individual skills with team tactics ● Spatial awareness and decision-making are crucial in soccer ● Physical fitness is enhanced through soccer activities
Life Skill	<ul style="list-style-type: none"> ● Teamwork ● Communication ● Strategic thinking ● Perseverance
Vocabulary	Dribbling, passing, shooting, trapping, offense, defense, formation, tactics, pitch
Essential Questions	<ul style="list-style-type: none"> ● How do individual soccer skills contribute to team success? ● Why is positioning important in soccer? ● How can we use strategy to improve our game?
Enduring Understanding	<ul style="list-style-type: none"> ● Effective teamwork in soccer requires both individual skill and collective strategy ● Spatial awareness and quick decision-making are key to successful soccer play ● Regular participation in soccer activities promotes overall physical fitness

Student Outcomes	<ul style="list-style-type: none"> ● Students will demonstrate advanced soccer skills in game situations ● Students will apply offensive and defensive strategies in matches ● Students will analyze and explain how soccer contributes to personal fitness
Assessment Evidence	
Assessments	<ul style="list-style-type: none"> ● Teacher observation ● Skills checklist
NJSLS	
NJSLS Performance Expectations	<ul style="list-style-type: none"> ● 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). ● 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. ● 2.2.5.MSC.4: Develop competence and confidence in a variety of physical activities (e.g., games, sports, exercise, dance). ● 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
Unit	Volleyball Fundamentals
Unit Duration	5 Weeks
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Volleyball requires unique hand positioning and body movements ● Teamwork and communication are essential in volleyball ● Volleyball promotes upper body strength and hand-eye coordination
Life Skill	<ul style="list-style-type: none"> ● Cooperation ● Communication ● Resilience

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	<ul style="list-style-type: none"> ● Spatial awareness
Vocabulary	Serve, bump, set, spike, rotate, rally, net, court, volleying
Essential Questions	<ul style="list-style-type: none"> ● How does proper technique affect volleyball performance? ● Why is communication crucial in volleyball? ● How can we improve our reaction time in volleyball?
Enduring Understanding	<ul style="list-style-type: none"> ● Proper volleyball techniques enhance performance and reduce injury risk ● Effective communication leads to better team coordination ● Volleyball improves reflexes, agility, and upper body strength
Student Outcomes	<ul style="list-style-type: none"> ● Students will demonstrate proper serving, bumping, and setting techniques ● Students will apply basic volleyball rules and rotations in game play ● Students will exhibit effective communication during volleyball matches
Assessment Evidence	
Assessments	<ul style="list-style-type: none"> ● Teacher observation ● Skills checklist
NJSLS	
NJSLS Performance Expectations	<ul style="list-style-type: none"> ● 2.2.5.MSC.3: Demonstrate and apply a variety of movement skills to promote a healthy, active lifestyle. ● 2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. ● 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. ● 2.2.5.PF.1: Compare and contrast the physical activities that build cardiovascular and muscular fitness.
Unit	Rhythmic Activities and Dance

Unit Duration	5 Weeks
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Dance is a form of artistic expression and communication Rhythm and coordination are essential in dance and many sports ● Dance promotes creativity, fitness, and cultural awareness
Life Skill	<ul style="list-style-type: none"> ● Self-expression ● Cultural appreciation ● Coordination ● Cooperation
Vocabulary	Choreography, rhythm, tempo, beat, sequence, genre, synchronization, performance
Essential Questions	<ul style="list-style-type: none"> ● How does dance reflect cultural values and traditions? ● How can we express emotions through movement? ● How does dance contribute to overall fitness?
Enduring Understanding	<ul style="list-style-type: none"> ● Dance is a universal language that reflects cultural diversity ● Movement can be a powerful form of emotional expression ● Regular dance practice improves coordination, flexibility, and cardiovascular fitness
Student Outcomes	<ul style="list-style-type: none"> ● Students will perform dances from various cultural traditions ● Students will create and perform original dance sequences ● Students will explain how dance contributes to personal fitness and well-being
Assessment Evidence	
Assessments	<ul style="list-style-type: none"> ● Teacher observation ● Skills checklist
NJSLS	

NJSLS Performance Expectations	<ul style="list-style-type: none"> ● 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. ● 2.2.5.MSC.4: Develop competence and confidence in a variety of physical activities (e.g., games, sports, exercise, dance). ● 2.2.5.PF.1: Compare and contrast the physical activities that build cardiovascular and muscular fitness. ● 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.
Unit	Pickleball Introduction
Unit Duration	5 Weeks
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Pickleball combines elements of tennis, badminton, and table tennis ● Strategy and quick reactions are crucial in pickleball ● Pickleball promotes agility, hand-eye coordination, and social interaction
Life Skill	<ul style="list-style-type: none"> ● Adaptability ● Quick decision-making ● Sportsmanship ● Partner cooperation
Vocabulary	Paddle, dink, volley, serve, non-volley zone (kitchen), fault, rally, baseline, sideline
Essential Questions	<ul style="list-style-type: none"> ● How does pickleball differ from other racquet sports? ● Why is positioning important in pickleball? ● How can pickleball skills transfer to other activities?
Enduring Understanding	<ul style="list-style-type: none"> ● Pickleball requires a unique combination of skills from various racquet sports ● Strategic positioning and quick reactions are key to pickleball success ● Pickleball skills can improve overall hand-eye coordination and agility
Student Outcomes	<ul style="list-style-type: none"> ● Students will demonstrate proper pickleball serving and stroke techniques ● Students will apply basic pickleball strategies in game play ● Students will exhibit good sportsmanship and partner communication during matches

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Assessment Evidence

Assessments	<ul style="list-style-type: none"> ● Teacher observation ● Skills checklist
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NJSLS

NJSLS Performance Expectations	<ul style="list-style-type: none"> ● 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space. ● 2.2.5.MSC.3: Demonstrate and apply a variety of movement skills to promote a healthy, active lifestyle. ● 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment. ● 2.2.5.PF.2: Identify effective physical activities that promote cardiovascular fitness, muscular strength, and flexibility.
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Unit	Basketball Skills and Game Play
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Unit Duration	7 Weeks
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Unit Goals

Big Idea	<ul style="list-style-type: none"> ● Basketball combines individual skills with team strategies ● Proper technique in basketball enhances performance and reduces injury risk ● Basketball promotes cardiovascular fitness and coordination
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Life Skill	<ul style="list-style-type: none"> ● Decision-making ● Leadership ● Sportsmanship ● Time management
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Vocabulary	Dribbling, passing, shooting, pivoting, defense, offense, rebound, fast break, foul
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Essential Questions	<ul style="list-style-type: none"> ● How do individual and team skills work together in basketball? ● Why is positioning important in offensive and defensive play? ● How does basketball contribute to overall fitness?
Enduring Understanding	<ul style="list-style-type: none"> ● Basketball success requires a balance of individual skills and teamwork ● Strategic positioning can create scoring opportunities and defensive advantages ● Regular basketball practice improves cardiovascular endurance and hand-eye coordination
Student Outcomes	<ul style="list-style-type: none"> ● • Students will demonstrate proficient basketball skills in game situations ● Students will apply offensive and defensive strategies in matches ● Students will analyze how basketball activities contribute to personal fitness
Assessment Evidence	
Assessments	<ul style="list-style-type: none"> ● Teacher observation ● Skills checklist
NJSLS	
NJSLS Performance Expectations	<ul style="list-style-type: none"> ● 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space. ● 2.2.5.MSC.4: Develop competence and confidence in a variety of physical activities (e.g., games, sports, exercise, dance). ● 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment. ● 2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
Unit	Bowling Techniques
Unit Duration	4 Weeks
Unit Goals	

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Big Idea	<ul style="list-style-type: none"> ● Bowling requires consistent form and technique ● Understanding lane conditions affects bowling strategy ● Bowling promotes social interaction and lifelong physical activity
Life Skill	<ul style="list-style-type: none"> ● Consistency ● Strategic thinking ● Etiquette ● Math skills (scoring)
Vocabulary	Strike, spare, frame, approach, release, pin, gutter, lane, scorekeeping
Essential Questions	<ul style="list-style-type: none"> ● How does proper form affect bowling performance? ● Why is understanding lane conditions important in bowling? ● How can bowling be a lifelong physical activity?
Enduring Understanding	<ul style="list-style-type: none"> ● Consistent form and technique lead to improved bowling scores ● Adapting to lane conditions is crucial for bowling success ● Bowling can be enjoyed as a social and physical activity throughout life
Student Outcomes	<ul style="list-style-type: none"> ● Students will demonstrate proper bowling stance, approach, and release ● Students will apply basic bowling strategies based on lane conditions ● Students will accurately keep score during bowling games
Assessment Evidence	
Assessments	<ul style="list-style-type: none"> ● Teacher observation ● Skills checklist
NJSLS	
NJSLS Performance Expectations	<ul style="list-style-type: none"> ● 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space. ● 2.2.5.MSC.3: Demonstrate and apply a variety of movement skills to promote a healthy, active lifestyle.

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	<ul style="list-style-type: none"> ● 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment. ● 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
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Curriculum Modifications

Special Education and
504 Students

General Modifications

- Allow outlining, instead of writing for an essay or major project
- Computerized spell-check support
- Word bank of choices for answers to test questions
- Provision of calculator and/or number line for math tests
- Film or video supplements in place of reading text
- Reworded questions in simpler language
- Projects instead of written reports
- Highlighting important words or phrases in reading assignments
- Modified workload or length of assignments/tests
- Modified time demands
- Pass/no pass option
- Modified grades based on IEP

Behavioral Modifications

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework/behavior chart
- Set and post class rules
- Chart progress and maintain data

<p>Students At Risk of School Failure - Students or groups of students who are considered to have a higher probability of failing academically or dropping out of school.</p>	<ul style="list-style-type: none"> ● Maximize use of community resources ● Connect family to school and school activities ● Support through transition ● Help develop compensating strategies ● Increase opportunity for positive peer group influences ● Supplemental courses ● Placement in small and interactive groups
<p>English Language Learner Students (ELL)</p>	<ul style="list-style-type: none"> ● Alternate Responses ● Notes in Advance ● Extended Time ● Simplified Instruction (written and verbal) ● Online Dictionary ● Use lots of visuals ● Use physical activity; model, role-play ● Repeat/Rephrase often ● Use lower level materials when appropriate
<p>Gifted & Talented Students (G&T)</p>	<p><u>Inclusion, infusion and differentiated instruction across the curriculum meets the individual needs of gifted and talented students. Gifted and talented services include:</u></p> <ul style="list-style-type: none"> ● Differentiated curriculum for the gifted learner. ● Regular classroom curricula and instruction that is adapted, modified, or replaced. ● Educational opportunities consist of a continuum of differentiated curricular options, instructional approaches and materials. ● Integrated G&T programming into the general education school day. ● Flexible groupings of students to facilitate differentiated instruction and curriculum. <p style="text-align: center;"><u>Learning Environments:</u></p> <ul style="list-style-type: none"> ● Extensive outside reading ● Active classroom discussion ● Innovative oral and written presentations ● Deductive and inductive reasoning ● Independent writing and research ● Divergent thinking ● Challenging problem solving situations ● Interactive, independent and interdisciplinary activities