

Unit Number and Title	Allergies and Asthma
Unit Duration	September
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Define the words allergy and asthma and discover how they affect the body. ● Demonstrate an understanding of your own special needs and medical problems. ● Discover why smoking poses a high risk to people with medical problems, including allergies and asthma. ● Explain first aid procedures for allergies, asthma, and other medical problems.
Life Skill	<ul style="list-style-type: none"> ● Practice ways of preventing reactions. ● Practice coping skills. ● Practice refusal skills tailored to your particular situation. ● Develop and practice first aid skills.
Vocabulary	combat, histamine, antihistamine, bronchiole, allergen, epinephrine, anaphylaxis, alveolus, alveoli, aerosol
Essential Questions	<ul style="list-style-type: none"> ● What is first aid? ● How can I prevent emergencies from occurring? ● What is asthma? ● How does a person get allergies?
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. ● Understand and explain the effects smoking has on an individual with asthma. ● Make good decisions using strategies learned.

This pacing guide is subject to timeline modifications.

August 2024

Assessment Evidence

Assessments

- Observations
- Classroom Discussion
- Role Play
- End of Unit Quiz
- Teacher Manual Handouts

NJSLS

NJSLS Performance Expectations

- 2.1.8.PGD.1:: Explain how appropriate health care can promote personal health.
- 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.CHSS.7:: Collaborate with other students to develop a strategy to address health issues related to climate change.
- 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.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.2:: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
- 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.
- 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.
- 2.2.8.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.

Unit Number and Title

Cells

Unit Duration	October
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Discover the different needs and functions of the cells within the body and identify the components common to each type of cell. ● Explain how cells grow, reproduce, and form tissues, organs, and systems. ● Explain the function of genetic material in the human body. ● Describe what can happen when cells behave abnormally.
Life Skill	<ul style="list-style-type: none"> ● Practice sorting and classifying information. ● Protect the ability of the cells to grow and reproduce through healthful habits such as eating well, getting rest, and exercising. ● Identify genetic tendencies for health risks. ● Practice refusal skills when faced with the decision to take harmful substances or engage in behavior that can destroy or damage healthy cells.
Vocabulary	cell, chromosomes, cytoplasm, DNA, endoplasmic reticulum, gene, membrane, mitochondria, mitosis, muscular dystrophy, nucleus, organ, ribosomes, system, tissue
Essential Questions	<ul style="list-style-type: none"> ● What are cells? ● How are cells damaged? ● What are genes? ● Why are family members alike? ● How can cells be altered?
Enduring Understanding	<ul style="list-style-type: none"> ● Responsible actions regarding behavior can impact the development and health of ● oneself and others. ● Always emphasize the importance of knowing where you came from.
Student Outcomes	<ul style="list-style-type: none"> ● Explain the importance of not participating in risky behaviors. ● Understand how genes work in regards to families and reproduction. ● Avoid anything that can damage the make up of the human body.

This pacing guide is subject to timeline modifications.

August 2024

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	
NJSLS Performance Expectations	<ul style="list-style-type: none"> ● 2.1.8.PGD.2:: Analyze how genetics and family history can impact personal health. ● 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.
Unit Number and Title	Eat Right, Feel Great!
Unit Duration	November
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Describe the dietary guidelines. ● Summarize the factors that are important in responsible meal planning and shopping for a family. ● Identify healthful and unhealthful reasons for eating and explain what the consequences can be in certain eating disorders. ● From information collected about how food is handled in restaurants for safety, make your set of rules for safe food handling.
Life Skill	<ul style="list-style-type: none"> ● Construct a diet plan for a family that allows for differing dietary needs and includes adapting recipes for meal plans.

	<ul style="list-style-type: none"> ● Investigate and evaluate the effectiveness of your local grocery store in promoting good nutrition and meal planning. ● Set realistic goals to achieve a healthful energy balance in eating habits. ● Analyze food preparation and storage methods in your school cafeteria according to government regulations and school rules.
Vocabulary	The Dietary Guidelines, saturated fats, unsaturated fats, cholesterol, calorie, energy balance, obesity, eating disorder, nutrient-dense, salmonella
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? ● What makes a meal/food healthy? ● Why is it important to handle food properly? ● What are eating disorders?
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. ● Individuals with eating disorders can develop dangerous health conditions.
Student Outcomes	<ul style="list-style-type: none"> ● Understand and explain the dangers associated with eating disorders. ● Handle food properly. ● Plan and create healthy meals. ● Explain the importance of understanding food labels.
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"> ● 2.2.8.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). ● 2.1.8.PGD.1:: Explain how appropriate health care can promote personal health. ● 2.1.8.EH.1:: 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). ● 2.1.8.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.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.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.
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<p>Unit Number and Title</p>	<p>Keep this Body Safe!</p>
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<p>Unit Duration</p>	<p>December</p>
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Unit Goals

<p>Big Idea</p>	<ul style="list-style-type: none"> ● Review different safety hazards and the injuries that might result. ● Explain the roles kids play that encourage or discourage bullying.
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	<ul style="list-style-type: none"> ● Identify what might precipitate different kinds of emotions. ● Define sexual harassment and sexual abuse.
Life Skill	<ul style="list-style-type: none"> ● Practice safety procedures for injury prevention. ● Identify efforts to reduce bullying in and out of school. ● Compile a list of those with whom you can talk depending on the type of need. ● Practice assertive responses to personal safety situations.
Vocabulary	unintentional, assertive, reveal, unconscious, extensive, precautions, harassment, digital citizen, abduction
Essential Questions	<ul style="list-style-type: none"> ● What is sexual harassment/abuse? ● Where can I go for help/assistance with personal issues? ● Why do people bully? ● How can I be prepared to handle possible safety hazards and injuries.
Enduring Understanding	<ul style="list-style-type: none"> ● Always be prepared to make assertive responses to personal safety situations. ● Do the right thing and help others in need.
Student Outcomes	<ul style="list-style-type: none"> ● Assist others who are injured or dealing with safety hazards. ● There are numerous professionals and individuals to go to for help with personal issues. ● Understand the importance of seeking help when personal issues exist. ● Define and recognize sexual harassment and sexual abuse.
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

NJSLA

NJSLS Performance Expectations

- 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).
- 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.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.
- 2.1.8.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.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).
- 2.2.8.MSC.7:: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
- 2.1.8.PGD.4:: Analyze the relationship between healthy behaviors and personal health.
- 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.SSH.6:: Examine how culture influences the way families cope with traumatic situations, crisis, and change.
- 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).
- 2.3.8.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.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.ATD.2:: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.

Unit Number and Title	What Is Stress?
Unit Duration	January
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Define stress and explain the ways it can help or hurt your body. ● Describe various sources of stress for different people at different stages in life. ● Describe positive ways of managing and coping with stress. ● Explain how stress can be felt throughout a community.
Life Skill	<ul style="list-style-type: none"> ● Practice becoming aware of symptoms of stress in yourself and others. ● Practice recognizing in advance situations that might cause you negative stress. ● Create a stress management plan to reduce negative stress (include goal setting, problem solving, seeking resources for help, refusal skills, assertiveness, and conflict resolution). ● Set goals to do what you can do to contribute to lowering stress in the community.
Vocabulary	Adrenaline, depression, gastritis, communicate, stressor, environment, stress, fight or flight response, long-term stress, stomach ulcer
Essential Questions	<ul style="list-style-type: none"> ● What is stress? ● How can stress hurt the body? ● What can I do to deal with stress? ● How can I avoid stress?
Enduring Understanding	<ul style="list-style-type: none"> ● Managing stress in a positive way will enhance an individual’s overall well-being.
Student Outcomes	<ul style="list-style-type: none"> ● Define stress and use strategies to relieve stress. ● Explain how stress damages the body. ● Understand the importance of knowing how to manage stress.
Assessment Evidence	
Assessments	<ul style="list-style-type: none"> ● Observations

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	<ul style="list-style-type: none"> ● 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"> ● 2.1.8.EH.1:: 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). ● 2.1.8.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.7:: Collaborate with other students to develop a strategy to address health issues related to climate change. ● 2.1.8.CHSS.6:: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.

Unit Number and Title	The Reproductive System
Unit Duration	February
Unit Goals	
Big Ideas	<ul style="list-style-type: none"> ● Describe the physical changes which happen to the body during puberty and why they happen. ● Identify the stages of growth from fertilization to birth. ● Define emotional maturity. ● Describe a meaningful relationship.
Life Skills	<ul style="list-style-type: none"> ● Practice hygiene routines for enhanced appearance and analyze the effect on your self-esteem. ● Practice a healthful routine with regard to sexual activity that you will carry throughout your life. ● Practice using refusal skills when faced with risks that could change your life forever. ● Practice refusal, assertion, and communication skills for risky behavior.

Vocabulary	eggs, sperm, semen, hormones, endocrine glands, ovaries, ovulation, fallopian tubes, uterus, prostate, bladder, labia, menstrual period, cervix, vagina, penis, testicles, scrotum, vas deferens, erection, abstinence, fertilization or conception, embryo, fetus, umbilical cord, placenta, labor pains
Essential Questions	<ul style="list-style-type: none"> ● Why do humans go through puberty? ● What is puberty? ● What are hormones? ● How can I keep myself clean and healthy during puberty? ● Why is it important to have good hygiene? ● What does it mean to mature? ● What is a healthy relationship?
Enduring Understanding	<ul style="list-style-type: none"> ● Prevent disease and illness by practicing good hygiene. ● Develop a positive body image to feel great about yourself. ● Have respect for yourself and others.
Student Outcomes	<ul style="list-style-type: none"> ● Understand emotions and how to manage them. ● What puberty is and why the process occurs for everyone. ● Understand the importance of practicing good hygiene and how to do so. ● Explain the importance of being respectful towards yourself and others. ● Understand the basics of pregnancy.
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"> ● 2.1.8.PGD.1:: Explain how appropriate health care can promote personal health. ● 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.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.4:: Predict challenges that may be faced by adolescent parents and their families. ● 2.1.8.SSH.7:: Identify factors that are important in deciding whether and when to engage in sexual behaviors. ● 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.9:: Define vaginal, oral, and anal sex. ● 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.4:: Analyze the relationship between healthy behaviors and personal health. ● 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.11:: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV). ● 2.1.8.CHSS.7:: Collaborate with other students to develop a strategy to address health issues related to climate change. ● 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. ● 2.1.8.EH.1:: 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). ● 2.1.8.SSH.3:: Demonstrate communication skills that will support healthy relationships ● 2.1.8.CHSS.6:: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting. ● 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.
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Unit Number and Title	Who Has the Addiction?
Unit Duration	March
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Define emotional maturity. ● Define physical and psychological addiction and describe the effects of addiction to various behaviors and substances. ● Identify external and internal pressures that are common in adolescence and ways to cope with these pressures. ● Explain the need for help with alcohol and drug addiction as well as problems that could lead to addiction and identify appropriate resources. ● Identify lack of self-esteem as a reason for drug experimentation and describe what can be done to build self-esteem.
Life Skill	<ul style="list-style-type: none"> ● Write and sign a contract to stay drug free. ● Practice three different positive ways to cope with pressure. ● List school and community resources in your area. ● Identify personal strengths, weaknesses, and assets.
Vocabulary	physical addiction, withdraw, emphysema, cirrhosis, depressant, stimulant, hallucinogen, hepatitis, binge, opioids
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? ● What is addiction?
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	
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"> ● 2.1.5.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.

	<ul style="list-style-type: none"> ● 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). ● 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	Infectious and Noninfectious Diseases
Unit Duration	April
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Explain the differences between infectious and noninfectious diseases. ● Describe how HIV destroys the immune system and makes the patient susceptible to many diseases. ● Identify how to protect yourself against sexually transmitted diseases. ● Identify those whom you can turn to for help in different situations.
Life Skill	<ul style="list-style-type: none"> ● Create a list of healthy behaviors to avoid other peoples’ germs. ● Create a diet to help keep your blood healthy and set a goal to keep to that diet. ● Practice refusal skills in risky situations that could cause injury or transmission of disease.
Vocabulary	microorganism, virus, blood transfusion, immune system, helper T- cells, antibodies, abstinence, contaminate

Essential Questions	<ul style="list-style-type: none"> ● How can you protect yourself from disease? ● How can disease be prevented? ● Where can I go to find help?
Enduring Understanding	<ul style="list-style-type: none"> ● Respecting your body will help you lead a healthy lifestyle.
Student Outcomes	<ul style="list-style-type: none"> ● Understand what diseases are and how to prevent and protect from diseases. ● Explain the impact diseases have on the body. ● Differentiate between infectious and non-infectious 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"> ● 2.1.8.PGD.4:: Analyze the relationship between healthy behaviors and personal health. ● 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.5:: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission. ● 2.3.8.HCDM.6:: Explain how the immune system fights disease. ● 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.

	<ul style="list-style-type: none"> ● 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.11:: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV). ● Responsible actions regarding behavior can impact the development and health of oneself and others. ● Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition. ● The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies. ● There are factors that contribute to making healthy decisions about sex. ● Inclusive schools and communities are accepting of all people and make them feel welcome and included.
Unit Number and Title	A Healthy Environment - It's Up To You
Unit Duration	May
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Define the environment and identify the components of a healthful environment. ● Describe ways in which the environment can be polluted. ● Define a safe community. ● Explain how community resources work together to provide a safe and healthful environment.
Life Skill	<ul style="list-style-type: none"> ● Research community laws which protect the community environment. ● Identify steps a community could take in creating and maintaining a pollution-free environment. ● Set goals for community members which contribute to creating an emotionally healthful model environment.
Vocabulary	active transportation, acid rain, illegal dumping, noise pollution, solid waste, sanitary landfill, resource recovery, ozone layer, chlorofluorocarbons (CFCs), sustainable
Essential Questions	<ul style="list-style-type: none"> ● What is a healthy environment? ● Why do communities need laws? ● How can we maintain a pollution-free environment?

Enduring Understanding	<ul style="list-style-type: none"> ● Demonstrate respect for the people, rules, and laws that protect individuals by selecting and implementing methods of expressing appreciation. ● Understand the importance of doing research before making decisions.
Student Outcomes	<ul style="list-style-type: none"> ● Explain the importance of laws in a community. ● Understand the dangers of pollution. ● 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
NJSLS	
NJSLS Performance Expectations	<ul style="list-style-type: none"> ● 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.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.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. ● 2.2.8.PF.2:: Recognize and involve others of all ability levels into a physical activity.

Unit Number and Title	The Sports Report
Unit Duration	June
Unit Goals	
Big Idea	<ul style="list-style-type: none"> ● Describe the benefits of exercise. ● Identify causes of common injuries in exercise. ● Explain the effects of steroids. ● Identify appropriate safety gear for different sports.
Life Skill	<ul style="list-style-type: none"> ● Set goals and carry out a plan to get exercise to strengthen all parts of the body. ● Practice injury avoidance routines. ● Practice refusal skills. ● Create a diet and exercise plan.
Vocabulary	pulled muscle, ligament, sprain, RICE, concussion, fracture, dislocated, heat exhaustion, swimmer's ear, anabolic steroids
Essential Questions	<ul style="list-style-type: none"> ● Why is it important to exercise? ● How does exercise affect your bones and muscles? ● How can I exercise each day? ● Why are steroids dangerous?
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 the effects steroids have on the body.

Assessment Evidence

Assessments

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

NJSLS

NJSLS Performance Expectations

- 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.
- 2.2.8.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.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.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.

	<ul style="list-style-type: none"> ● 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.4:: Identify and recognize factors that generate positive emotions from participating in movement and 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. ● 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.N.2:: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights. ● 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.1:: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically. ● 2.3.8.DSDT.1:: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders. ● 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.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.
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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 ● 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?

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	<ul style="list-style-type: none"> ● 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

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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
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?
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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
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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	
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

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	<ul style="list-style-type: none"> ● 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. ● 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.

Curriculum Modifications

<p>Special Education and 504 Students</p>	<p style="text-align: center;"><u>General Modifications</u></p> <ul style="list-style-type: none"> ● 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 <p style="text-align: center;"><u>Behavioral Modifications</u></p> <ul style="list-style-type: none"> ● 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

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<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