


Focus Topic: Wellness (2.1)	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand?</i>
<ul style="list-style-type: none"> • How do body parts work together? • What factors influence food choices? • What is nutrition? • How do you determine appropriate portion sizes? • How do health conditions affect a person? • What are preventative measures? • How does a person avoid injury? 	<ul style="list-style-type: none"> • Healthy choices contribute to wellness • Environmental conditions influence food choices • Nutritional choices affect wellness • Safety can avoid injury
<p>New Jersey Student Learning Standards:</p> <p>A. Personal Growth & Development</p> <p>2.1.6.A.1 - Explain how health data can be used to assess and improve each dimension of personal wellness.</p> <p>2.1.6.A.2 - Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.</p> <p>2.1.6.A.3 - Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • TSW discuss the physical, social, emotional, and intellectual dimensions of wellness • TSW describe the appropriate use of healthcare and personal hygiene products • TSW discuss how health knowledge, health choices, self-control, resistance, and self-management skills influences wellness

<p>B. Nutrition</p> <p>2.1.6.B.1 - Determine factors that influence food choices and eating patterns.</p> <p>2.1.6.B.2 - Summarize the benefits and risks associated with nutritional choices, based on eating patterns.</p> <p>2.1.6.B.3 - Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.</p> <p>2.1.6.B.4 - Compare and contrast nutritional information on similar food products in order to make informed choices.</p> <p>C. Diseases and Health Conditions</p> <p>2.1.6.C.1 - Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.</p> <p>2.1.6.C.2 - Determine the impact of public health strategies in preventing diseases and health conditions.</p> <p>2.1.6.C.3 - Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.</p> <p>D. Safety</p> <p>2.1.6.D.1 – Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.</p>	<ul style="list-style-type: none"> • TSW compare and contrast body systems, their parts and functions, and explain that body systems must work together to ensure wellness • TSW discuss factors that influence food choices • TSW compare food choices based on nutrient content and value, calories, and cost and create a healthy meal plan • TSW analyze nutrition information on food packages and labels • TSW discuss the short and long-term benefits and risks associated with nutritional choices • TSW differentiate among communicable, non-communicable, acute, chronic, and inherited diseases and health conditions • TSW compare and contrast diseases and health conditions prevalent in adolescents, including asthma, obesity, Diabetes, Lyme disease, STDs, and HIV/AIDS • TSW discuss and use of public health strategies to prevent diseases and health conditions • TSW compare and contrast forms of mental illness such as phobias, anxiety and panic disorders, and depression • TSW compare and contrast the incidence and characteristics of intentional and unintentional injuries in adolescents
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<p>2.1.6.D.2 – Explain what to do if abuse is suspected or occurs.</p>	<ul style="list-style-type: none">• TSW analyze the short and long-term impacts of injuries on individuals and families and develop strategies to reduce the incidence of such injuries
<p>2.1.6.D.3 – Summarize the components of the traffic safety system and explain how people contribute to making the system effective.</p>	<ul style="list-style-type: none">• TSW demonstrate and assess basic first aid procedures, including victim and situation assessment, rescue breathing and choking, and care of minor cuts, sprains, and bleeding
<p>2.1.6.D.4 - Assess when to use basic first-aid procedures.</p>	<ul style="list-style-type: none">• TSW discuss the physical, social, and emotional impacts of all forms of abuse and discuss what to do if any form of abuse is suspected or occurs
<p>E. Social and Emotional Health</p>	<ul style="list-style-type: none">• TSW examine how personal assets, (e.g. self-esteem, positive peer relationships) and protective factors (e.g. parental involvement) support healthy social and emotional development
<p>2.1.6.E.1 – Examine how personal assets and protective factors support healthy social and emotional development.</p>	<ul style="list-style-type: none">• TSW choose and justify appropriate strategies to deal with conflict, violence, harassment, vandalism, and bullying
<p>2.1.6.E.2 – Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.</p>	<ul style="list-style-type: none">• TSW describe the physical and emotional signs of stress and the short and long-term impacts of stress on the human body
<p>2.1.6.E.3 – Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.</p>	<ul style="list-style-type: none">• TSW compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation

Focus Topic: Integrated Skills (2.2)	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand?</i>
<ul style="list-style-type: none"> • Why is communication important? Why is it important to be tolerant of other's ideas and opinions? • Why are goals important? • What are ethics? • How do you make a decision? • What is a vision? • To what extent do outside influences shape values? 	<ul style="list-style-type: none"> • People are entitled to have ideas and opinions • Decisions play an important role in everyday life • Role models have influence • Health decisions are influenced • Community service impacts wellness
<p>New Jersey Student Learning Standards:</p> <p>A. Interpersonal Communication 2.2.6.A.1 - Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.</p> <p>2.2.6.A.2 - Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.</p> <p>B. Decision Making and Goal Setting 2.2.6.B.1 - Use effective decision-making strategies.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • TSW summarize health information from a variety of valid and reliable health resources • TSW demonstrate and evaluate the effective use of communication skills, including refusal, negotiation, and assertiveness • TSW demonstrate active listening • TSW compare and contrast the social purposes of health messages presented in the media

<p>2.2.6.B.2 - Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.</p> <p>2.2.6.B.3 - Determine how conflicting interests may influence one's decisions.</p> <p>2.2.6.B.4 - Apply personal health data and information to support achievement of one's short- and long-term health goals.</p> <p>C. Character Development</p> <p>2.2.6.C.1 - Explain how character and core ethical values can be useful in addressing challenging situations.</p> <p>2.2.6.C.2 - Predict situations that may challenge an individual's core ethical values.</p> <p>2.2.6.C.3 - Develop ways to proactively include peers with disabilities at home, at school, and in community activities.</p> <p>D. Advocacy and Service</p> <p>2.2.6.D.1 – Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.</p> <p>2.2.6.D.2 - Develop a position about a health issue in order to inform peers.</p>	<ul style="list-style-type: none"> • TSW demonstrate effective decision-making in health and safety situations • TSW analyze the influence of family, peers and the media on health decisions • TSW use health data and information to formulate health goals • TSW describe actions and situations that show evidence of good character • TSW discuss the characteristics of a role model • TSW compare various forms of leadership • TSW evaluate personal and group contributions towards the achievement of a goal or task • TSW develop and articulate a group's goals and vision • TSW compare the use of cooperative and competitive strategies to achieve a group goal • TSW recommend strategies to keep a group on target and free from conflict • TSW discuss how individuals can make a difference by helping others • TSW investigate health and fitness career opportunities
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<p>E. Health Services and Information</p> <p>2.2.6.E.1 – Determine the validity and reliability of different types of health resources.</p> <p>2.2.6.E.2 - Distinguish health issues that warrant support from trusted adults or health professionals.</p>	
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Focus Topic: Drugs and Medicine (2.3)	
<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings</p> <p><i>What will students understand?</i></p>
<ul style="list-style-type: none"> • Why are medicines used? • How does tobacco use affect people? • What are the effects of alcohol? • What are means of dealing with addiction? • How does substance abuse affect others around you? • How do I make the “right” decisions in the face of peer media and other pressures? 	<ul style="list-style-type: none"> • Certain drugs have harmful effects on the mind and body • Alcohol, tobacco, and some drugs are addictive • Addictions are often influenced • Substance abuse affects others

New Jersey Student Learning Standards:	Objectives:
<p>A. Medicines</p> <p>2.3.6.A.1 - Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.</p> <p>2.3.6.A.2 - Compare information found on over-the-counter and prescription medicines.</p> <p>B. Alcohol, Tobacco, and Other Drugs</p> <p>2.3.6.B.1 - Explain the system of drug classification and why it is useful in preventing substance abuse.</p> <p>2.3.6.B.2 - Relate tobacco use and the incidence of disease.</p> <p>2.3.6.B.3 - Compare the effect of laws, policies, and procedures on smokers and nonsmokers.</p> <p>2.3.6.B.4 - Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.</p> <p>2.3.6.B.5 - Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.</p> <p>2.3.6.B.6 - Summarize the signs and symptoms of inhalant abuse.</p>	<ul style="list-style-type: none">• TSW discuss factors to consider when choosing an over-the-counter medicine• TSW discuss medicines used to treat common diseases and health conditions• TSW describe how tobacco use contributes to the incidence of respiratory disease, cancer, and cardiovascular disease• TSW describe how the use and abuse of alcohol impacts behavior and contributes to the incidence of illness and injuries• TSW discuss the classifications of illegal drugs and controlled substances and give examples of each• TSW describe the physical and behavioral effects of each classification of drugs• TSW discuss the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis• TSW describe the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction• TSW identify ways to quit using alcohol, tobacco and other drugs and discuss factors that support an individual to quit

2.3.6.B.7 - Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.

C. Dependency/Addiction and Treatment

2.3.6.C.1 - Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.

2.3.6.C.2 - Explain how wellness is affected during the stages of drug dependency/addiction.

2.3.6.C.3 - Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.

2.3.6.C.4 - Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.

- TSW describe how substance abuse affects the individual and the family and describe ways that family and friends can support a drug-free lifestyle

Focus Topic: Human Relationships and Sexuality (2.4)	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand?</i>
<ul style="list-style-type: none"> • How do families meet needs? • How do peer relationships change? • What is adolescence? 	<ul style="list-style-type: none"> • Every person contributes to the family • Peer relationships change • Every person experiences growth patterns
<p>New Jersey Student Learning Standards:</p> <p>A. Relationships</p> <p>2.4.6.A.1 - Compare and contrast how families may change over time.</p> <p>2.4.6.A.2 - Analyze the characteristics of healthy friendships and other relationships.</p> <p>2.4.6.A.3 - Examine the types of relationships adolescents may experience.</p> <p>2.4.6.A.4 - Demonstrate successful resolution of a problem(s) among friends and in other relationships.</p> <p>2.4.6.A.5 - Compare and contrast the role of dating and dating behaviors in adolescence.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • TSW investigate ways that individuals and families enhance and support social and emotional health and meet basic human needs • TSW describe how peer relationships may change during adolescence • TSW describe the individual growth patterns of males and females during adolescence • TSW describe behaviors that place one at risk for HIV/AIDS

B. Sexuality

2.4.6.B.1 - Compare growth patterns of males and females during adolescence.

2.4.6.B.2 - Summarize strategies to remain abstinent and resist pressures to become sexually active.

2.4.6.B.3 - Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.

2.4.6.B.4 - Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.

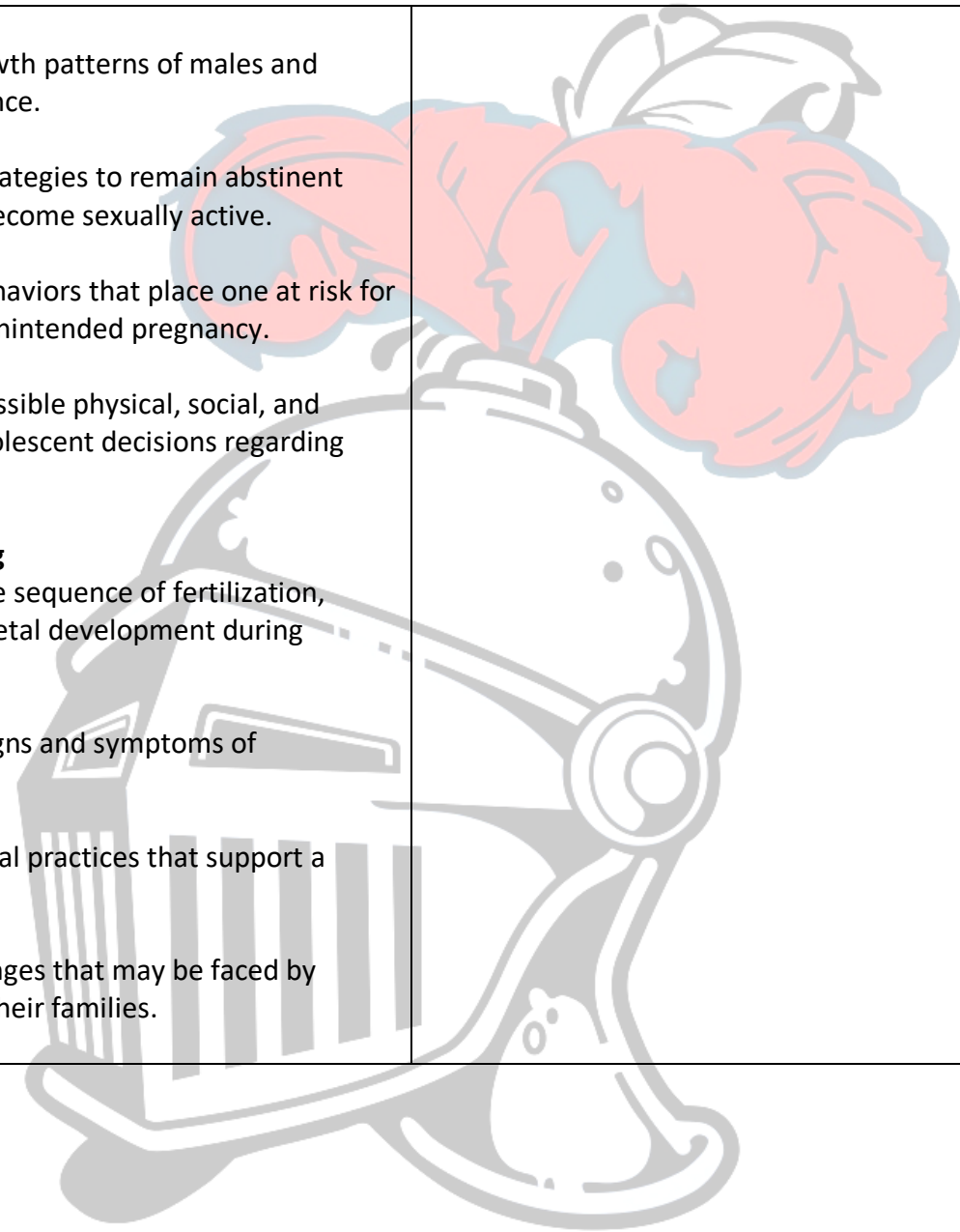
C. Pregnancy and Parenting

2.4.4.C.1 - Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.

2.4.4.C.2 - Identify the signs and symptoms of pregnancy.

2.4.6.C.3- Identify prenatal practices that support a healthy pregnancy.

2.4.6.C.4 - Predict challenges that may be faced by adolescent parents and their families.



Focus Topic: Motor Skill Development (2.5)	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand?</i>
<ul style="list-style-type: none"> • How does practice and effort impact performance? • What impacts movement? • What strategies affect movement skills? • How does effective and appropriate movement affect wellness? 	<ul style="list-style-type: none"> • Movement provides opportunity • Movement allows expression • Attitude affects performance • Rules affect play
<p>New Jersey Student Learning Standards:</p> <p>A. Movement Skills and Concepts</p> <p>2.5.6.A.1 - Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.6.A.2 - Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</p> <p>2.5.6.A.3 - Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • TSW perform planned movement sequences • TSW apply a learned skill to another movement • TSW evaluate critical elements of a skill • TSW understand equilibrium, rotation and range of motion • TSW perform movement flow in response to interactive environments • TSW understand how movement activity use self-expression, creativity, and teamwork • TSW apply balance and counterbalance when performing movement skills

2.5.6.A.4 - Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

B. Strategy

2.5.6.B.1 - Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.

2.5.6.B.2 - Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.

C. Sportsmanship, Rules, and Safety

2.5.6.C.1 - Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.

2.5.6.C.2 - Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.

2.5.6.C.3 - Relate the origin and rules associated with certain games, sports, and dances to different cultures.

- TSW use offensive, defensive, and cooperative strategies
- TSW use specific strategies to prepare for physical activity

Focus Topic: Fitness (2.6)	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> • How does fitness affect health and well being? • What is training? • In what ways is physical activity beneficial? • How does personal fitness impact wellness? 	<ul style="list-style-type: none"> • Personal fitness is important in order to lead a healthy lifestyle • Training principles improve personal fitness • Technology impacts fitness
<p>New Jersey Student Learning Standards:</p> <p>A. Fitness and Physical Activity</p> <p>2.6.6A.1 - Analyze the social, emotional, and health benefits of selected physical experiences.</p> <p>2.6.6.A.2 - Determine to what extent various activities improve skill-related fitness versus health-related fitness.</p> <p>2.6.6.A.3 - Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.</p> <p>2.6.6.A.4 - Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • TSW describe the relationship between physical activity and healthy eating • TSW summarize the short and long term benefits of physical activity • TSW describe how the body adapts to physical activity over a period of time • TSW understand the relationship between practice, training, and injury prevention • TSW discuss the principles of training • TSW apply the appropriate training principles

2.6.6.A.5 - Relate physical activity, healthy eating, and body composition to personal fitness and health.

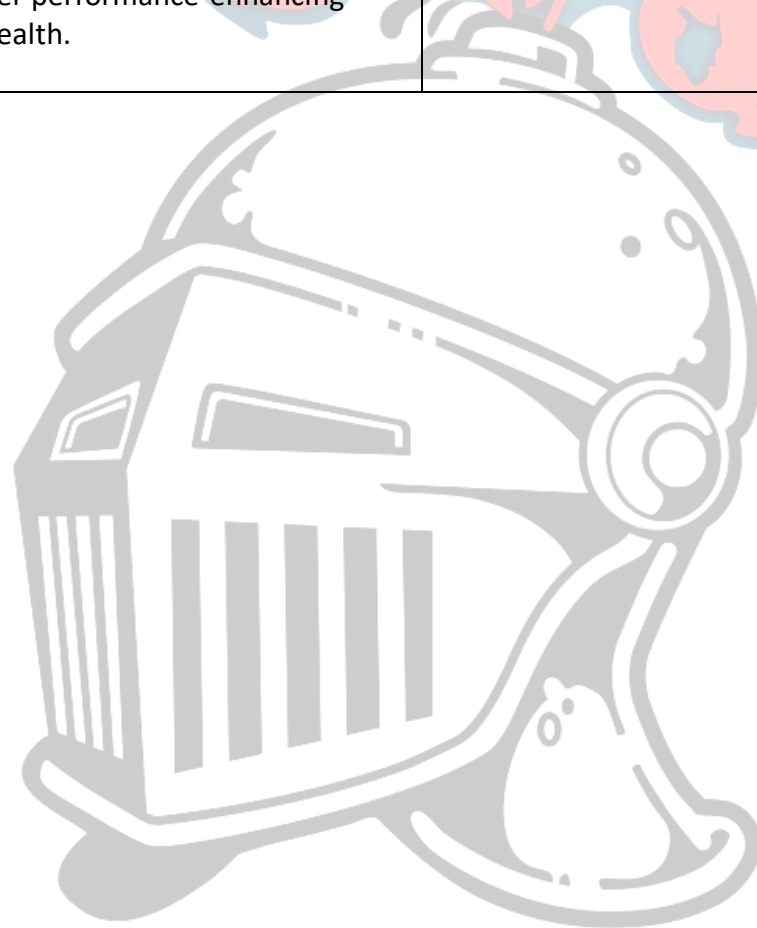
2.6.6.A.6 - Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.

2.6.6.A.7 - Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

- TSW describe the physical and behavioral effects of steroids and performance enhancing substances

- TSW assess personal fitness

- TSW develop a personal fitness plan



Literature Connection:

- Food Chain Frenzy (Anne Capeci) – 2.1
- Good Enough to Eat: A Kid's Guide to Food and Nutrition (Lizzy Rockwell) – 2.1
- Cloudy with a Chance of Meatballs (Judi Barrett) – 2.1
- No Talking (Andrew Clements) – 2.2
- The Lemonade War (Jacqueline Davies) – 2.2
- Caps for Sale (Esphyr Slobodkina) – 2.2
- Chocolate Fever (Robert Kimmel Smith) – 2.3
- Tobacco (Ana Deboo) – 2.3
- Danger: Drugs and Your Friends (E. Rafaela Picard) – 2.3
- It's Perfectly Normal: Changing Bodies, Growing Up, Sex, and Sexual Health (Robie H. Harris) – 2.4
- Where the Red Fern Grows (Wilson Rawls) – 2.4
- Chicken Soup for the Preteen Soul : 101 Stories of Changes, Choices and Growing up for Kids (Jack Canfield) – 2.4
- And Nobody Got Hurt!: The World's Weirdest, Wackiest, True Sports Stories (Len Berman) – 2.5
- Isaac Newton and the Laws of Motion (Andrea Gianopoulos) – 2.5
- Motion (Bonnie Juetner) – 2.5
- Why Do We Need to Be Active? (Angela Royston) – 2.6
- Steroids (A. R. Schaefer) – 2.6
- Juice (Eric Walters) – 2.6

Technology Integration:**8.1 Educational Technology**

A. Technology Operations and Concepts

8.1.8.A.1 - Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.4 - Graph and calculate data within a spreadsheet and present a summary of the results
C. Communication and Collaboration

D. Digital Citizenship

8.1.8.D.5 - Understand appropriate uses for social media and the negative consequences of misuse.

E. Research and Information Fluency

8.1.8.E.1 - Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.2 Technology Education, Engineering, Design, and Computational Thinking

A. The Nature of Technology: Creativity and Innovation

8.2.8.A.1 - Research a product that was designed for a specific demand and identify how the product has changed to meet new demands

8.2.8.A.5 - Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.

B. Technology and Society

8.2.8.B.2 - Identify the desired and undesired consequences from the use of a product or system.

C. Design

8.2.8.C.1 - Explain how different teams/groups can contribute to the overall design of a product.

D. Abilities for a Technological World

8.2.8.D.1 - Design and create a product that addresses a real world problem using a design process under specific constraints.

Instructional Practices may include (but are not limited to): Word processing projects, blogs / internet interactions, online reinforcement sites, food packaging comparisons, data collection, charts / graphs, paint & draw programs, display boards

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employees - Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP3. Attend to personal health and financial well-being. - Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP5. Consider the environmental, social and economic impacts of decisions. - Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP12. Work productively in teams while using cultural global competence. - Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Instructional Practices may include (but are not limited to): apply learned skills to promote healthy lifestyles and become productive citizens within a community, understand the importance of an eco-friendly environment, practice proper sportsmanship and team skills

Interdisciplinary Connections:**Language Arts**

Reading Literature Text

RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text

Reading Informational Text

RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Writing

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Mathematics

Expressions and Equations

Represent and analyze quantitative relationships between dependent and independent variables. (6.EE.C.9)

Statistics and Probability

Develop understanding of statistical variability. (6.SP.A.1)

Science

MS-ETS1 Engineering Design

MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

Social Studies

B. Civics, Government and Human Rights

6.1.8.A.2.c Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities

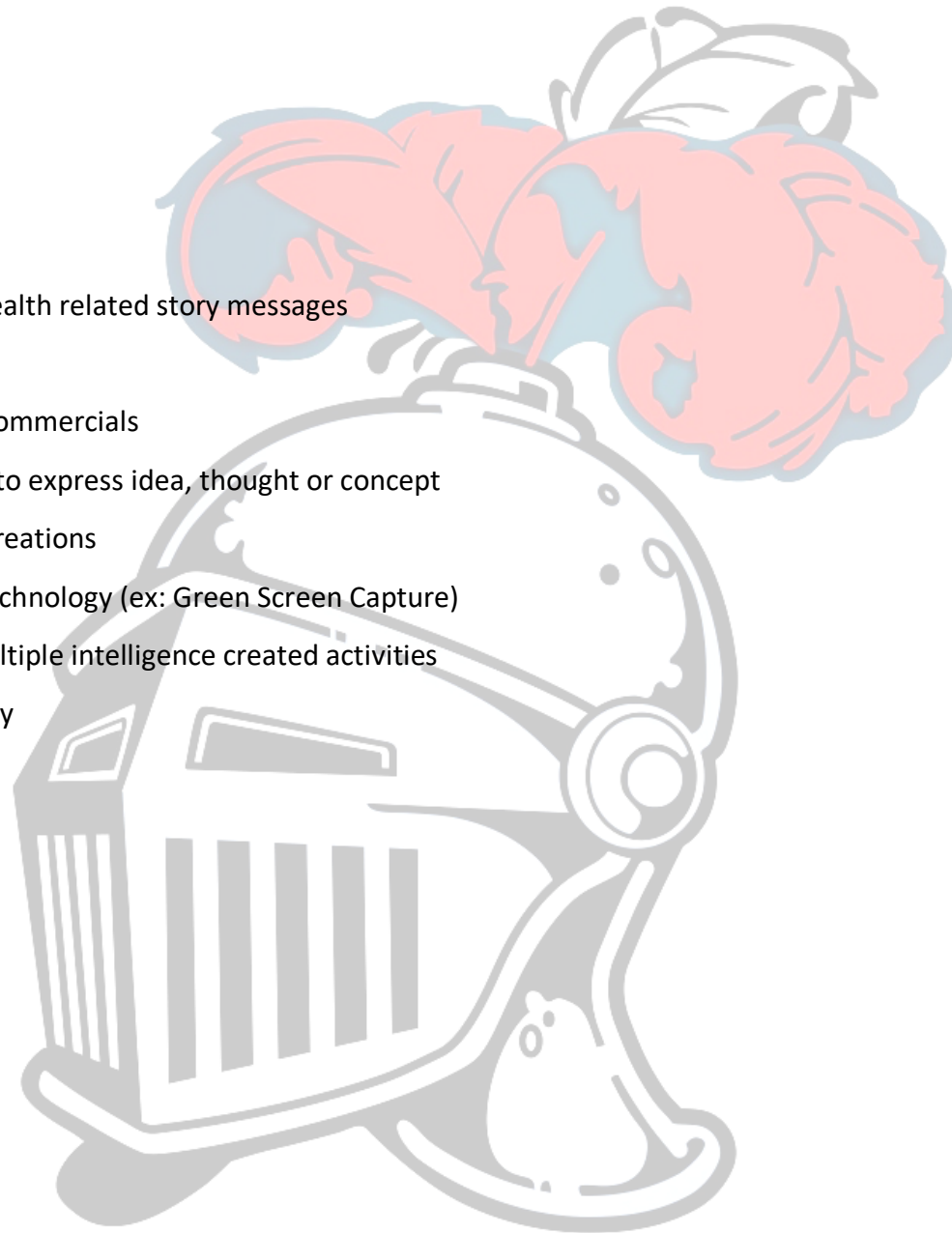
Differentiated Instruction*:

General	Comprehension	Organization	Recall
<ul style="list-style-type: none"> • Allow extra time • Extended timelines for assignments • Adjust due dates • Communication (home and school) • Provide study sheets and notes 	<ul style="list-style-type: none"> • Segment information into manageable tasks • Provide concrete directions • Immediate feedback • Emphasize multi-sensory learning • Small group instruction 	<ul style="list-style-type: none"> • Diagrams and illustrations • Daily planner • Visual and verbal reminders • Color code materials • Provide written agenda 	<ul style="list-style-type: none"> • Display key points in class • Use of graphic organizers • Visual and verbal reminders
Assistive Technology	Assessments	Behavioral	Processing
<ul style="list-style-type: none"> • Computer / Chromebook • FM System (sound enhancement) • Speech to Text and/or Text to Speech • Whiteboard • Spell checker 	<ul style="list-style-type: none"> • Allow oral responses • Alternative method of response • Read aloud directions • Study guides • Extended time • Small Group 	<ul style="list-style-type: none"> • Structured routine • Transitional warnings • Utilize behavior management techniques • Frequent feedback • Simple and clear classroom rules 	<ul style="list-style-type: none"> • Verbalize prior to writing • Repeat, clarify or reword directions • Breaks between tasks • Transitional warnings • Classroom “buddy”

*Integrated accommodations and modifications to support special education students, ELL, and students w/ 504 plans.

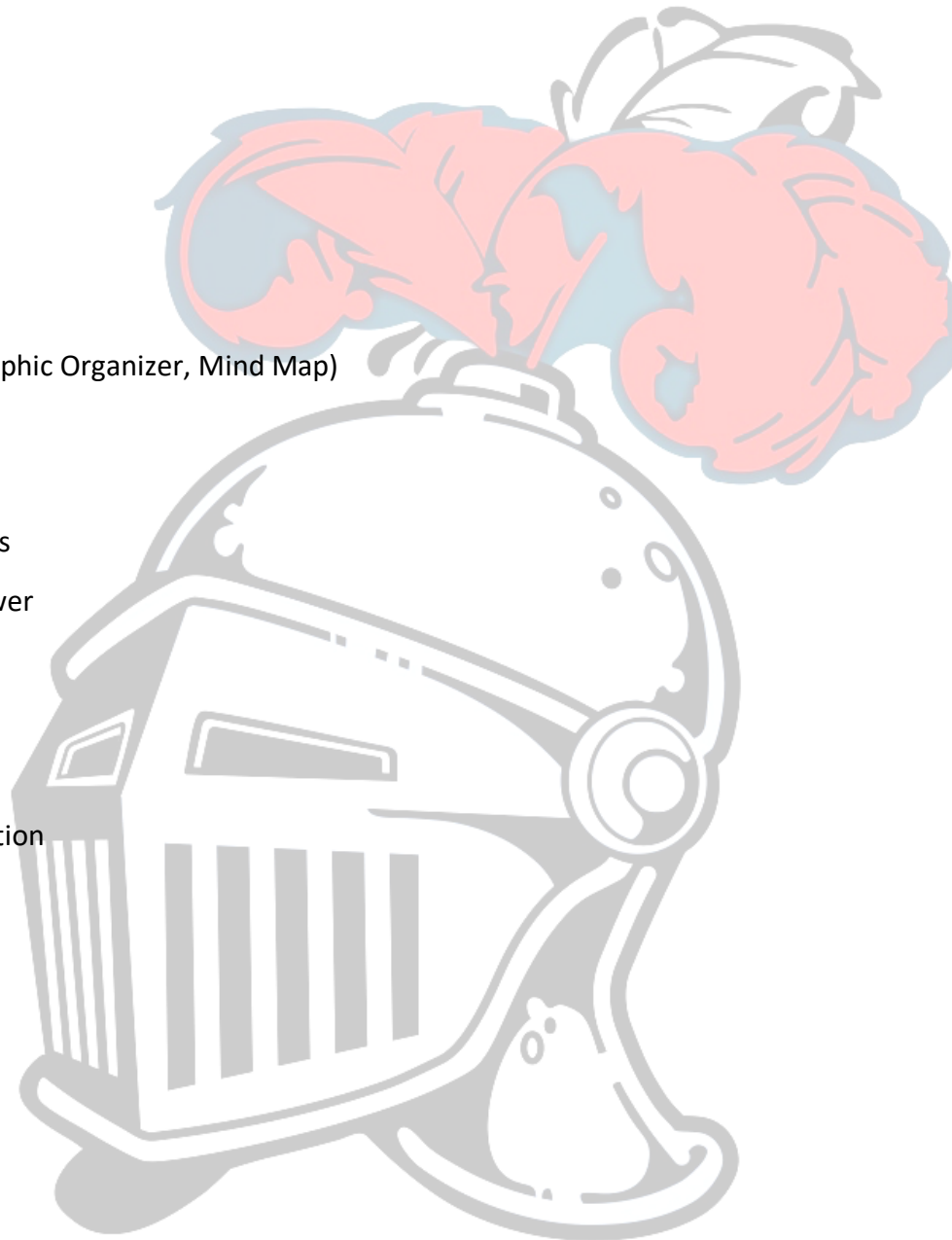
Enrichment:

- Graffiti Wall
- Ideal Parent Journal
- Communication Rating
- Create puppets to retell health related story messages
- Webquest
- Review of health related commercials
- Create song and/or music to express idea, thought or concept
- Stop Action Animation recreations
- Retelling through use of technology (ex: Green Screen Capture)
- Self selection based on multiple intelligence created activities
- Recreate rules of game play

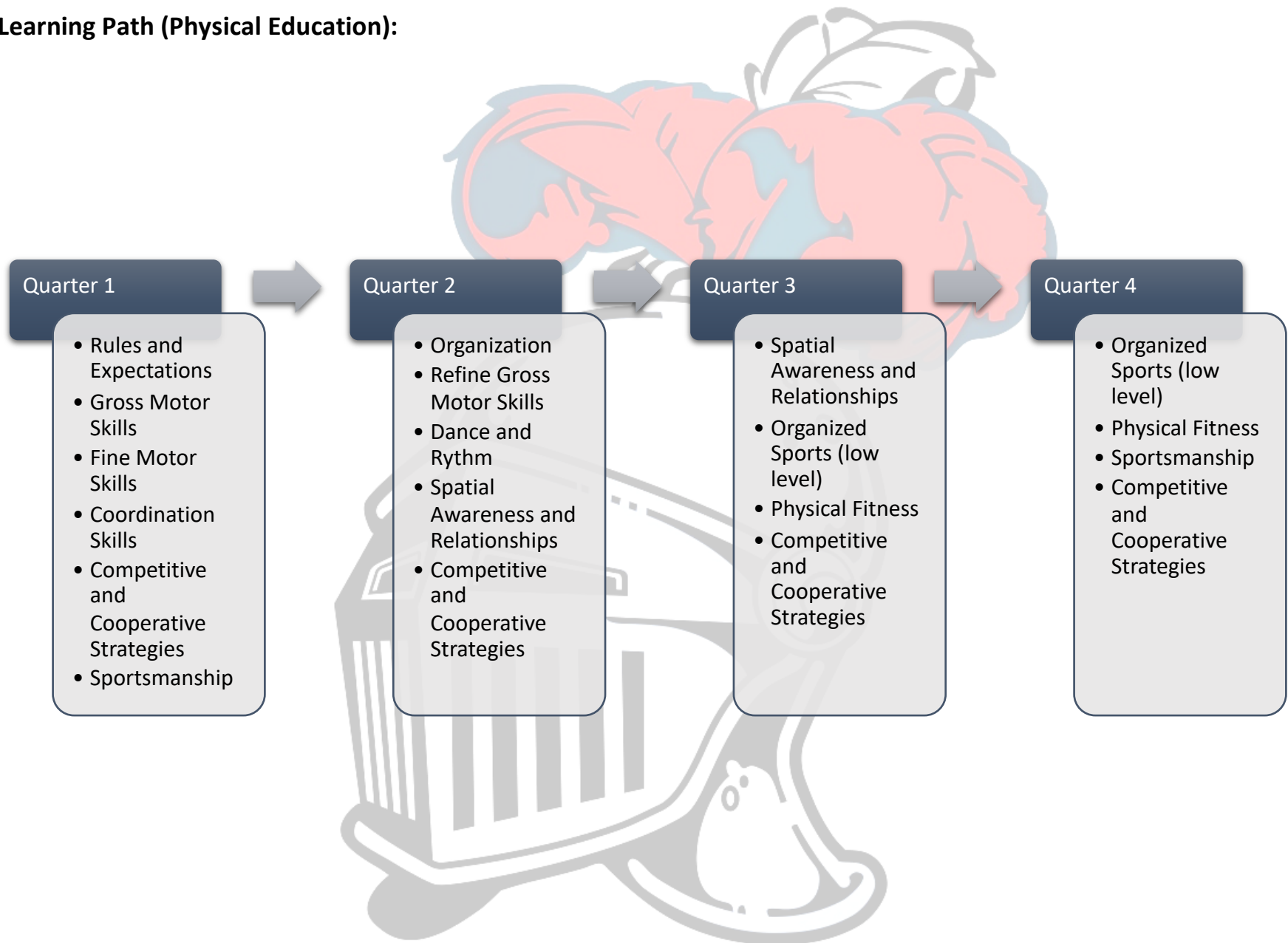


Assessments:

- Peer/Self Assessments
- Observations
- Questioning
- Exit Slips
- Visual Representation (Graphic Organizer, Mind Map)
- Kinesthetic Movement
- Benchmarks
- Unit / Chapter Assessments
- DBQs / Essays / Short Answer
- Debate / Oral Report
- Homework
- End of Project Portfolios
- Video / Stop Action Animation



Learning Path (Physical Education):



Learning Path (Health):

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