Focus Topic: Wellness (2.1)

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand?*
- How does health data assist in fitness assessments? - What impact does technology have on wellness? - What is uniqueness? - How do food choices affect a person? - What are preventative measures? - How does a person avoid conflict?	- Healthy choices contribute to wellness - Technology impacts wellness - Goals, choices, and behaviors are influenced
New Jersey Student Learning Standards: A. **Personal Growth & Development** 2.1.6.A.1 - Assess and apply Health Data to enhance each dimension of personal wellness. 2.1.6.A.2 - Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage. 2.1.6.A.3 - Relate advances in technology to maintaining and improving personal health. 2.1.8.A.4 - Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.	**Objectives:** • TSW interpret health data to make predictions about wellness • TSW investigate how technology and medical advances impact wellness • TSW describe healthy ways to lose, gain, or maintain weight • TSW analyze how healthy eating patterns throughout life can reduce the risk of heart disease and high cholesterol, cancer, osteoporosis, and other health conditions • TSW compare and contrast diseases and health conditions, including hepatitis, STDs, HIV/AIDS, breast cancer, and testicular cancer

B. **Nutrition**

2.1.6.B.1 - Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance

2.1.6.B.2 -Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.

2.1.6.B.3 - Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.

2.1.6.B.4 - Analyze the nutritional values of new products and supplements

C. **Diseases and Health Conditions**

2.1.6.C.1 - Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.

2.1.6.C.2 - Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.

2.1.6.C.3 - Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.

- TSW investigate various forms of mental illness including impulse disorders such as gambling or shopping, depressions, eating disorders, and bipolar disorders

- TSW assess situations in the home, school, community for perceived vs. actual risk of injuries

- TSW describe and demonstrate strategies to increase personal safety while in public places and discuss what to do if one's safety is compromised

- TSW analyze how personal assets, resiliency, and protective factors support healthy social and emotional development

- TSW investigate factors and choices that contribute to the incidence of conflict, harassment, bullying, vandalism, and violence and demonstrate strategies to deal with each

- TSW debate the consequences of conflict and violence on the individual, the family, and the community

- TSW describe situations that may produce stress, describe the body's responses to stress, and demonstrate healthy ways to manage stress

D. Safety

2.1.6.D.1 – Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.

2.1.6.D.2 – Describe effective personal protection strategies used in public places and what to do when one's safety is compromised

2.1.6.D.3 – Analyze the causes and the consequences of noncompliance with the traffic safety system

2.1.6.D.4 - Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.

E. Social and Emotional Health

2.1.6.E.1 – Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health

2.1.6.E.2 – Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.

2.1.6.E.3 – Explain how culture influences the ways families and groups cope with crisis and change.

2.1.8.E.4 - Compare and contrast stress management strategies that are used to address various types of stress-induced situations.

Focus Topic: Integrated Skills (2.2)	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand?*
- 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?	- 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
New Jersey Student Learning Standards: **A. Interpersonal Communication** 2.2.6.A.1 - Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations 2.2.6.A.2 - Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts. **B. Decision Making and Goal Setting** 2.2.6.B.1 - Predict social situations that may require the use of decision-making skills	**Objectives:** - TSW present health information using a multimedia approach, adapting the wording and delivery method for various topics and audiences - TSW assess the use of refusal, negotiation, and assertiveness skills and recommend strategies for improvement - TSW compare and contrast the influence of peers, family, the media, and past experiences on the use of decision-making skills and predict how these influences may change or conflict as one ages

2.2.6.B.2 - Justify when individual or collaborative decision-making is appropriate.

2.2.6.B.3 - Analyze factors that support or hinder the achievement of personal health goals during different life stages.

C. **Character Development**

2.2.6.C.1 - Analyze strategies to enhance character development in individual, group, and team activities.

2.2.6.C.2 - Analyze to what extent various cultures have responded effectively to individuals with disabilities.

2.2.6.C.3 - Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.

D. **Advocacy and Service**

2.2.6.D.1 – Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.

2.2.6.D.2 - Defend a position on a health or social issue to activate community awareness and responsiveness.

E. **Health Services and Information**

2.2.6.E.1 – Evaluate various health products, services, and resources from different sources, including the Internet.

2.2.6.E.2 - Compare and contrast situations that require support from trusted adults or health professionals.

- TSW predict social situations and conditions that may require adolescents and young adults to use decision making skills

- TSW critique significant health decisions and discuss how the outcome(s) might have changed if the appropriate communication and decision-making skills had been employed

- TSW analyze factors that support or hinder the achievement of personal health goals

- TSW demonstrate the ability to function effectively in both leadership and supportive roles

- TSW discuss motivational techniques to improve personal and group achievement and develop rewards and sanctions for group accomplishments

- TSW develop and articulate a group's goals, shared values, and vision

- TSW compare and contrast health and fitness services available in the school and community, demonstrate how to access them, and evaluate each comparing benefits and costs

Focus Topic: Drugs and Medicine (2.3)	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand?*
- When are medicines effective? - What are means of dealing with addiction? - How does substance abuse affect others around you?	- 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: A. **Medicines** 2.3.6.A.1 - Explain why the therapeutic effects and potential risks of commonly used over-the counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals. 2.3.6.A.2 - Compare and contrast adolescent and adult abuse of prescription and over-the counter medicines and the consequences of such abuse B. **Alcohol, Tobacco, and Other Drugs** 2.3.6.B.1 - Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.	**Objectives:** - TSW classify commonly administered medicines and describe the potential side effects of each classification - TSW investigate the relationship between tobacco use and respiratory diseases, cancer, heart disease, stroke, and injuries - TSW describe sudden sniffing syndrome and the resultant brain, nerve, and vital organ damage that can result from the use of inhaled substances - TSW analyze how the use and abuse of alcohol impacts thinking, reaction time, and behavior

2.3.6.B.2 - Predict the legal and financial consequences of the use, sale, and possession of illegal substances. 2.3.6.B.3 - Analyze the effects of all types of tobacco use on the aging process. 2.3.6.B.4 - Compare and contrast smoking laws in New Jersey with other states and countries. 2.3.6.B.5 - Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory 2.3.6.B.6 - Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs 2.3.6.B.7 - Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness. 2.3.8.B.8 - Analyze health risks associated with injected drug use. **C. Dependency/Addiction and Treatment** 2.3.6.C.1 - Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life. 2.3.6.C.2 - Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse	• TSW discuss ways to quit using substances and discuss factors that support the ability to quit • TSW discuss theories about dependency, such as genetic predisposition, gender-related predisposition, and multiple risks

Focus Topic: Human Relationships and Sexuality (2.4)

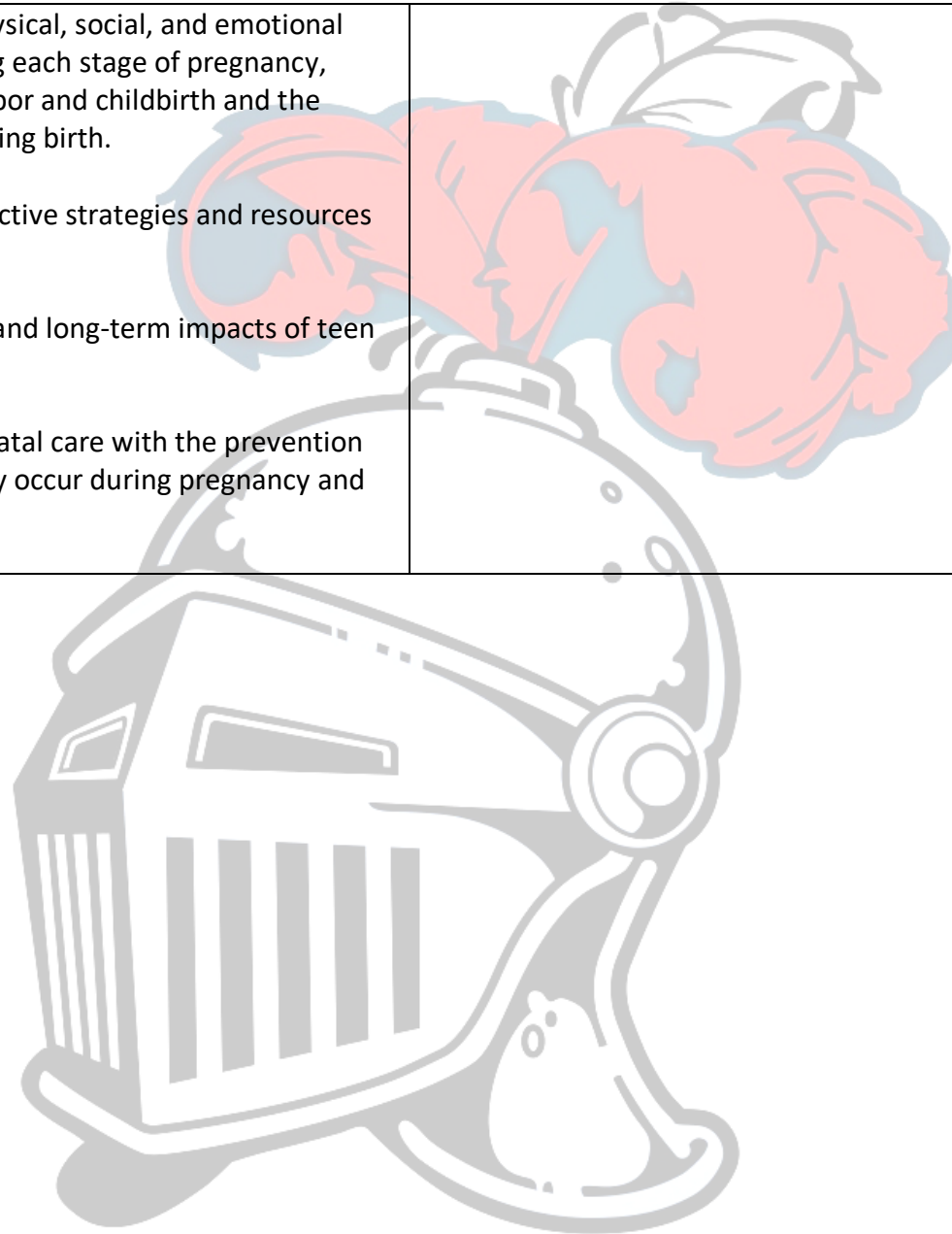| Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	Enduring Understandings *What will students understand?*
- How do families cooperate? - How do peer relationships change? - What is abstinence? - How is sexuality influenced?	- Every person contributes to the family - Peer relationships change - Sexuality is influenced by media and peers - Adolescent parenting is challenging
New Jersey Student Learning Standards: **A. Relationships** 2.4.6.A.1 - Predict how changes within a family can impact family members. 2.4.6.A.2 - Explain how the family unit impacts character development. 2.4.6.A.3 - Explain when the services of professionals are needed to intervene in relationships. 2.4.6.A.4 - Differentiate between affection, love, commitment, and sexual attraction. 2.4.6.A.5 - Determine when a relationship is unhealthy and explain effective strategies to end the relationship.	**Objectives:** - TSW compare and contrast the current and historical role of marriage and the family in community and society - TSW discuss changes in family structures and the forces that influence change - TSW discuss factors that enhance and sustain loving, healthy relationships - TSW describe how various cultures date or select life partners - TSW describe the signs of an unhealthy relationship and develop strategies to end it

2.4.8.A.6 - Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age	• TSW develop standards for dating situations, such as dating in groups, setting limits, or only dating someone of the same age
B. Sexuality 2.4.6.B.1 - Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.	• TSW discuss topics regarding sexual orientation • TSW discuss the importance of routine healthcare procedures such as breast self-examination and testicular examination
2.4.6.B.2 - Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.	• TSW describe the physical, economic, emotional, social, cultural and intellectual responsibilities of parenthood
2.4.6.B.3 - Compare and contrast methods of contraception used by adolescents and factors that may influence their use.	• TSW describe effective parenting strategies and resources for help with parenting
2.4.6.B.4 - Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.	
2.4.8.B.5 - Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.	
2.4.8.B.6 - Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine	
C. Pregnancy and Parenting 2.4.4.C.1 - Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.	

2.4.4.C.2 - Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.

2.4.6.C.3- Determine effective strategies and resources to assist with parenting.

2.4.6.C.4 - Predict short- and long-term impacts of teen pregnancy.

2.4.8.C.5 - Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.

Focus Topic: Motor Skill Development (2.5)

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	Enduring Understandings *What will students understand?*
 • How does practice and effort impact performance? • What is a movement skill? • How is movement transferred? • Why is sportsmanship important?	 • Movement has transitions • Movement allows expression • Attitude affects performance

New Jersey Student Learning Standards:

A. Movement Skills and Concepts

2.5.6.A.1 - Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).

2.5.6.A.2 - Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

2.5.6.A.3 - Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).

2.5.6.A.4 - Detect, analyze, and correct errors and apply to refine movement skills.

Objectives:

• TSW compare and contrast the use of movement skills across various forms of physical activity

• TSW transfer a movement skill from one activity to another

• TSW detect and correct errors in personal movement performance

• TSW discuss the stages of movement skill development

• TSW utilize strategy effectively

• TSW exhibit good sportsmanship

B. Strategy

2.5.6.B.1 - Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings

2.5.6.B.2 - Assess the effectiveness of specific mental strategies applied to improve performance.
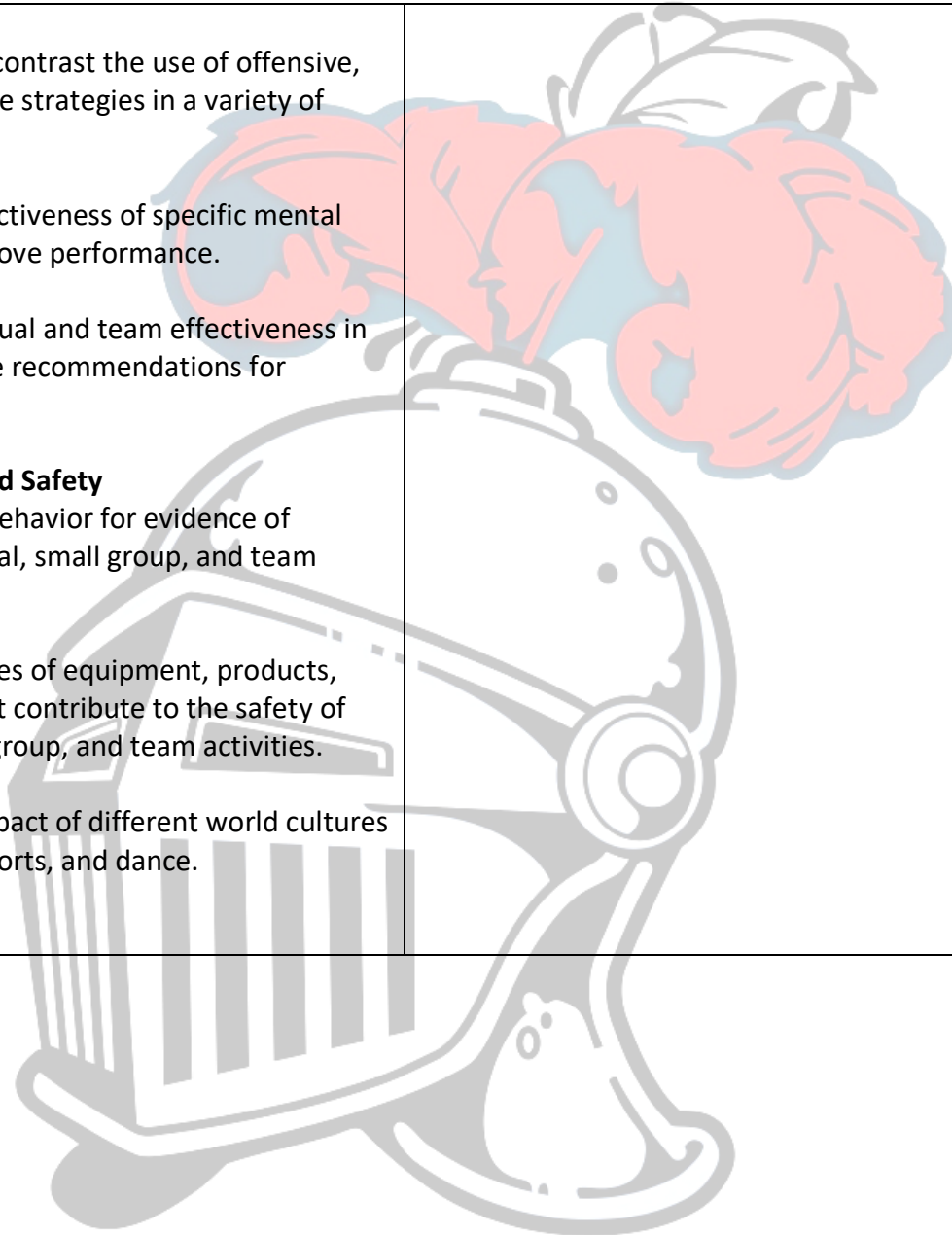
2.5.8.B.3 - Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

C. Sportsmanship, Rules, and Safety

2.5.6.C.1 - Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.

2.5.6.C.2 - Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.

2.5.6.C.3 - Analyze the impact of different world cultures on present-day games, sports, and dance.

Focus Topic: Fitness (2.6)

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	Enduring Understandings *What will students understand about the big ideas?*
• How does fitness affect health and well being? • What is body composition? • In what ways is physical activity beneficial? • How does intensity affect fitness?	• Personal fitness is important in order to lead a healthy lifestyle • Physical activity enhances fitness
New Jersey Student Learning Standards: **A. Fitness and Physical Activity** 2.6.6A.1 - Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. 2.6.6.A.2 - Use health data to develop and implement a personal fitness plan and evaluate its effectiveness. 2.6.6.A.3 - Analyze how medical and technological advances impact personal fitness. 2.6.6.A.4 - Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors. 2.6.6.A.5 - Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.	**Objectives:** • TSW describe ways to achieve a healthy body composition through healthy eating and physical activity • TSW describe and demonstrate various training methods • TSW engage in sustained, vigorous physical activities that enhance fitness • TSW perform at an intensity level needed to enhance cardiovascular fitness • TSW monitor physiological responses before, during, and after exercise

2.6.6.A.6 - Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances	
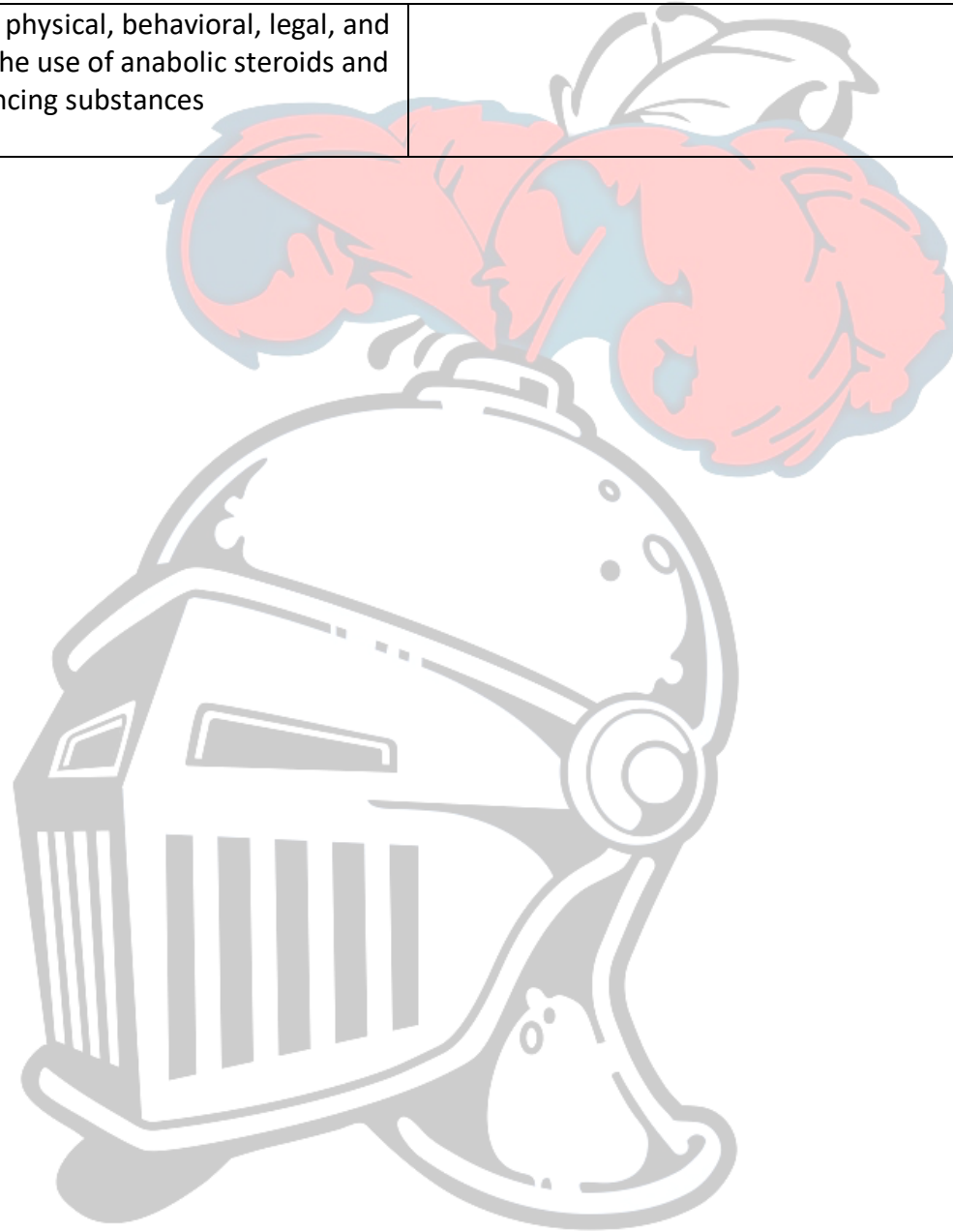
Literature Connection:

- Setting Career Goals *(Stuart B. Schwartz) – 2.1*

- Success Principles for Teens: How to Get from Where You Are to Where You Want to Be *(Jack Canfield) – 2.1*

- What Do You Really Want? How to Set a Goal and Go for It! A Guide for Teens *(Beverly K. Bachel) – 2.2*

- Reaching Your Goals *(Robin Landew Silverman) – 2.2*

- Drugs (Julian Cohen) – 2.3

- When a Family Is in Trouble: Children Can Cope with Grief from Drug and Alcohol Addictions *(Marge E. Heegaard)* – 2.3

- The Outsiders *(*S. E. Hinton) – 2.4

- Teen Ink, Our Voices, Our Visions : Today's Teenagers Sharing Thoughts On: Friends, Family, Fitting In, Challenges, Loss, Memories, Love, Heroes *(Stephanie H. Meyer)* – 2.4

- Life Strategies for Teens *(Jay McGraw)* - 2.5

- Throwing Stones *(Kristi Collier)* - 2.5

- Exercise *(Beverley Goodger)* – 2.6

- Total Body Workout: Fun Moves to Look and Feel Your Best *(CosmoGIRL! Editors)* – 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.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Reading Informational Text

RI.7.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events

RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

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. (7.EE.B.4)

Statistics and Probability

Use random sampling to draw inferences about a population. (7.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
- Allow extra time - Extended timelines for assignments - Adjust due dates - Communication (home and school) - Provide study sheets and notes	- Segment information into manageable tasks - Provide concrete directions - Immediate feedback - Emphasize multi-sensory learning - Small group instruction	- Diagrams and illustrations - Daily planner - Visual and verbal reminders - Color code materials - Provide written agenda	- Display key points in class - Use of graphic organizers - Visual and verbal reminders
Assistive Technology	**Assessments**	**Behavioral**	**Processing**
- Computer / Chromebook - FM System (sound enhancement) - Speech to Text and/or Text to Speech - Whiteboard - Spell checker	- Allow oral responses - Alternative method of response - Read aloud directions - Study guides - Extended time - Small Group	- Structured routine - Transitional warnings - Utilize behavior management techniques - Frequent feedback - Simple and clear classroom rules	- 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

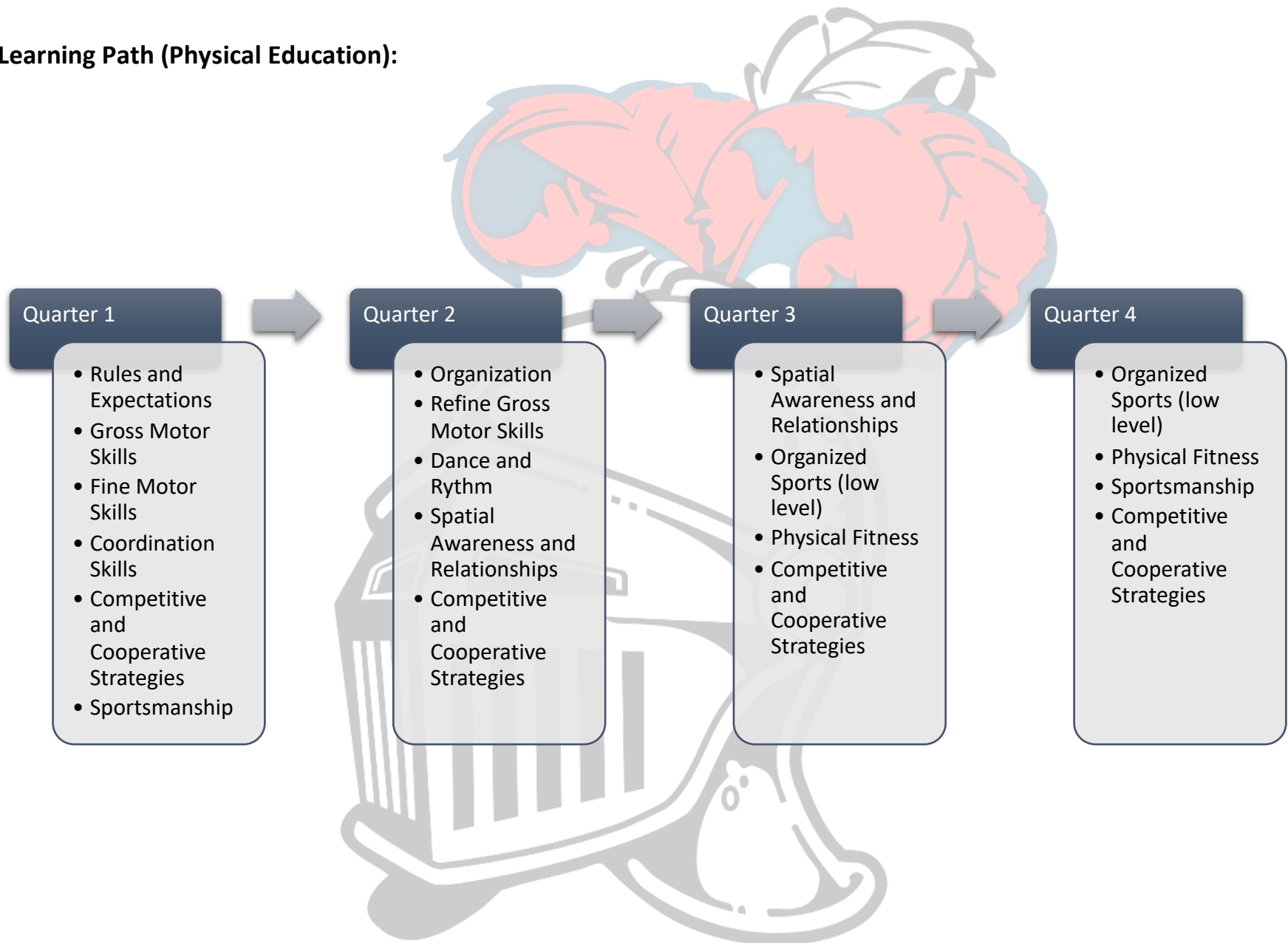- Recreate rules of game play
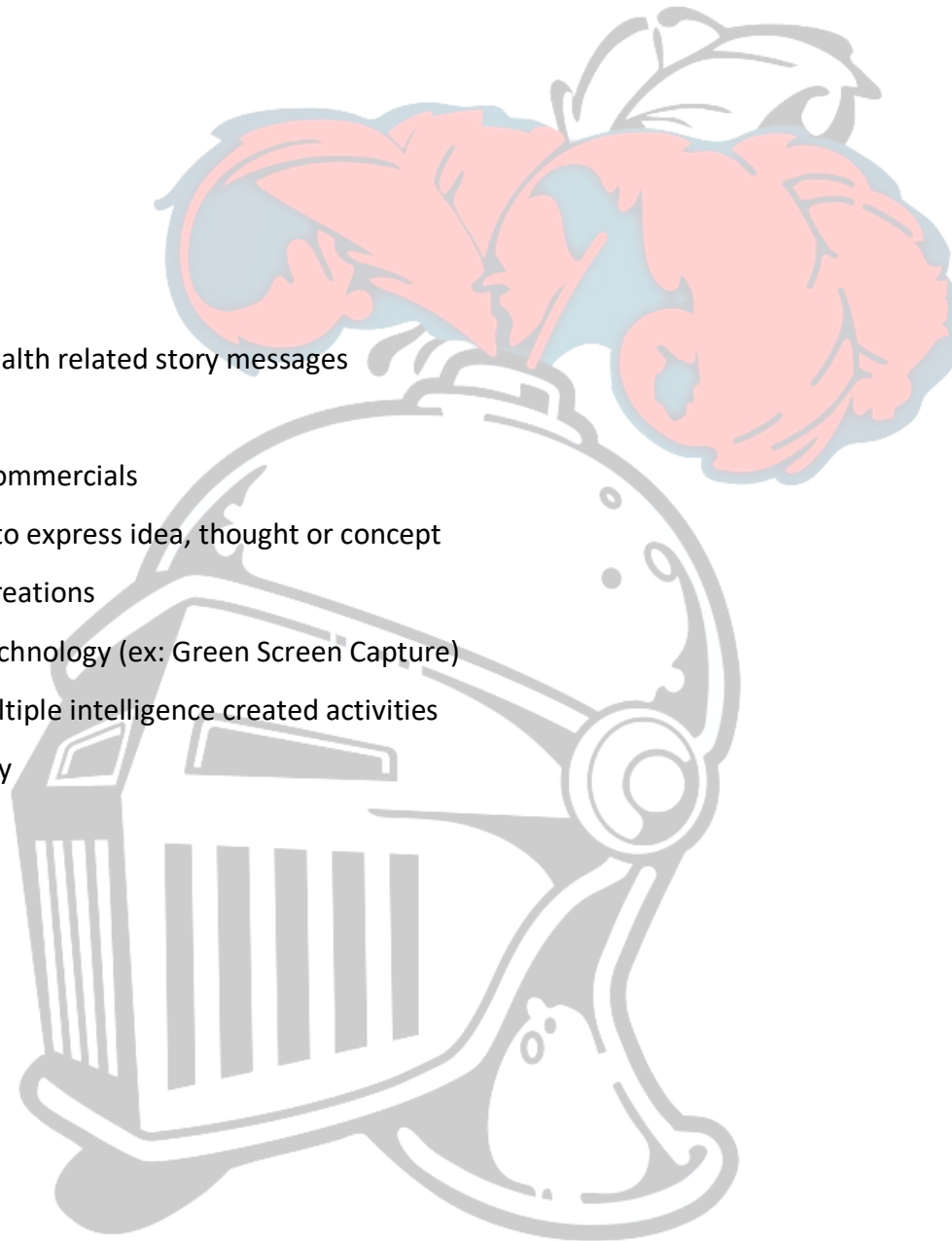
Assessments:

- 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
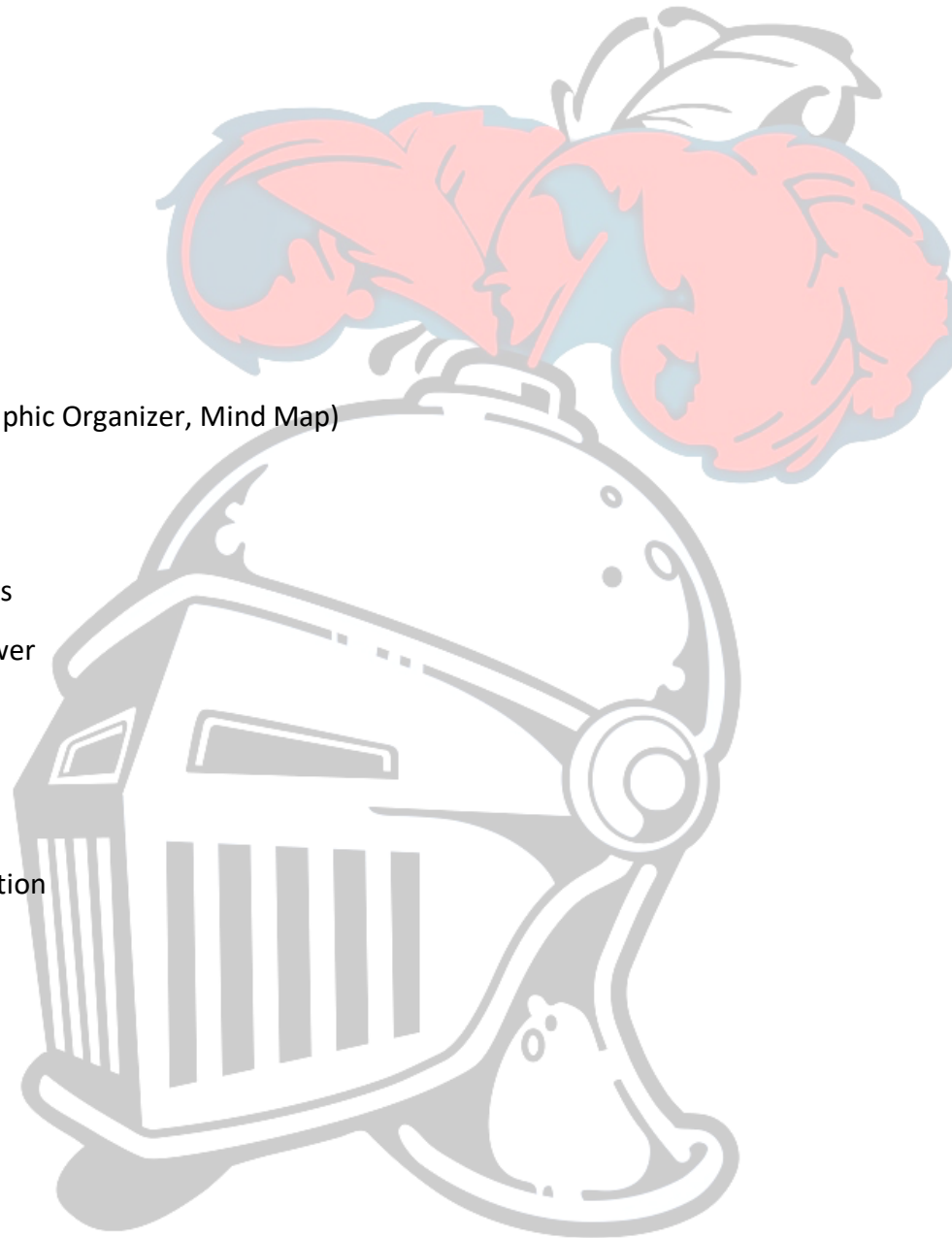
Learning Path (Physical Education):

Quarter 1	Quarter 2	Quarter 3	Quarter 4
• Rules and Expectations • Gross Motor Skills • Fine Motor Skills • Coordination Skills • Competitive and Cooperative Strategies • Sportsmanship	• Organization • Refine Gross Motor Skills • Dance and Rythm • Spatial Awareness and Relationships • Competitive and Cooperative Strategies	• Spatial Awareness and Relationships • Organized Sports (low level) • Physical Fitness • Competitive and Cooperative Strategies	• Organized Sports (low level) • Physical Fitness • Sportsmanship • Competitive and Cooperative Strategies

Learning Path (Health):

-

Quarter 1

- Safety
- Personal Growth and Development
- Nutrition
- Personal Wellness

Quarter 2

- Nutrition
- Social and Emotional Health
- Personal Health
- Health Conditions
- Character Development

Quarter 3

- Communication
- Decision Making
- Character Education
- Safety
- Medicines & Drugs

Quarter 4

- Communicable & Chronic Diseases
- Medicines, Drugs, and Addiction
- Relationships
- Social & Emotional Health