

<b>Focus Topic: Wellness (2.1)</b>	
<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand?</i>
<ul style="list-style-type: none"> <li>• What causes optimal growth and development?</li> <li>• To what extent can we keep ourselves disease free?</li> <li>• What is the difference between healthy and unhealthy risks?</li> <li>• Why do we sometimes take risks that can cause harm to ourselves and others?</li> <li>• How can you learn to like yourself and others?</li> </ul>	<ul style="list-style-type: none"> <li>• An individual's health at different life stages is dependent on heredity, environmental factors, and lifestyle choices</li> <li>• Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before</li> <li>• Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others</li> <li>• Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health</li> </ul>
<p><b>New Jersey Student Learning Standards:</b></p> <p><b>A. Personal Growth &amp; Development</b> 2.1.6.A.1 - Assess and apply Health Data to enhance each dimension of personal wellness.</p> <p>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.</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• TSW investigate how technology and medical advances impact wellness</li> <li>• TSW describe the impact of nutrients on the functioning of human body systems</li> <li>• TSW investigate current and emerging methods to diagnose and treat diseases and health conditions</li> </ul>

<p>2.1.6.A.3 - Relate advances in technology to maintaining and improving personal health.</p> <p>2.1.8.A.4 - Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.</p> <p><b>B. Nutrition</b></p> <p>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</p> <p>2.1.6.B.2 - Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.</p> <p>2.1.6.B.3 - Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.</p> <p>2.1.6.B.4 - Analyze the nutritional values of new products and supplements</p> <p><b>C. Diseases and Health Conditions</b></p> <p>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.</p> <p>2.1.6.C.2 - Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.</p>	<ul style="list-style-type: none"> <li>• TSW investigate various forms of mental illness including impulse disorders such as gambling or shopping, depressions, eating disorders, and bipolar disorders</li> <li>• TSW describe and demonstrate first aid procedures including, situation and victim assessment, Basic Life Support, and the care of bleeding and wounds, burns, fractures, shock, and poisoning</li> <li>• TSW describe and demonstrate strategies to increase personal safety while in public places and discuss what to do if one's safety is compromised</li> <li>• TSW discuss the developmental tasks of adolescence, including the development of mature relationships, gender identification, a healthy body image, emotional independence, and life skills</li> <li>• TSW investigate factors and choices that contribute to the incidence of conflict, harassment, bullying, vandalism, and violence and demonstrate strategies to deal with each</li> <li>• TSW analyze how culture influences the ways families and groups cope with crisis and change</li> </ul>
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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.

**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

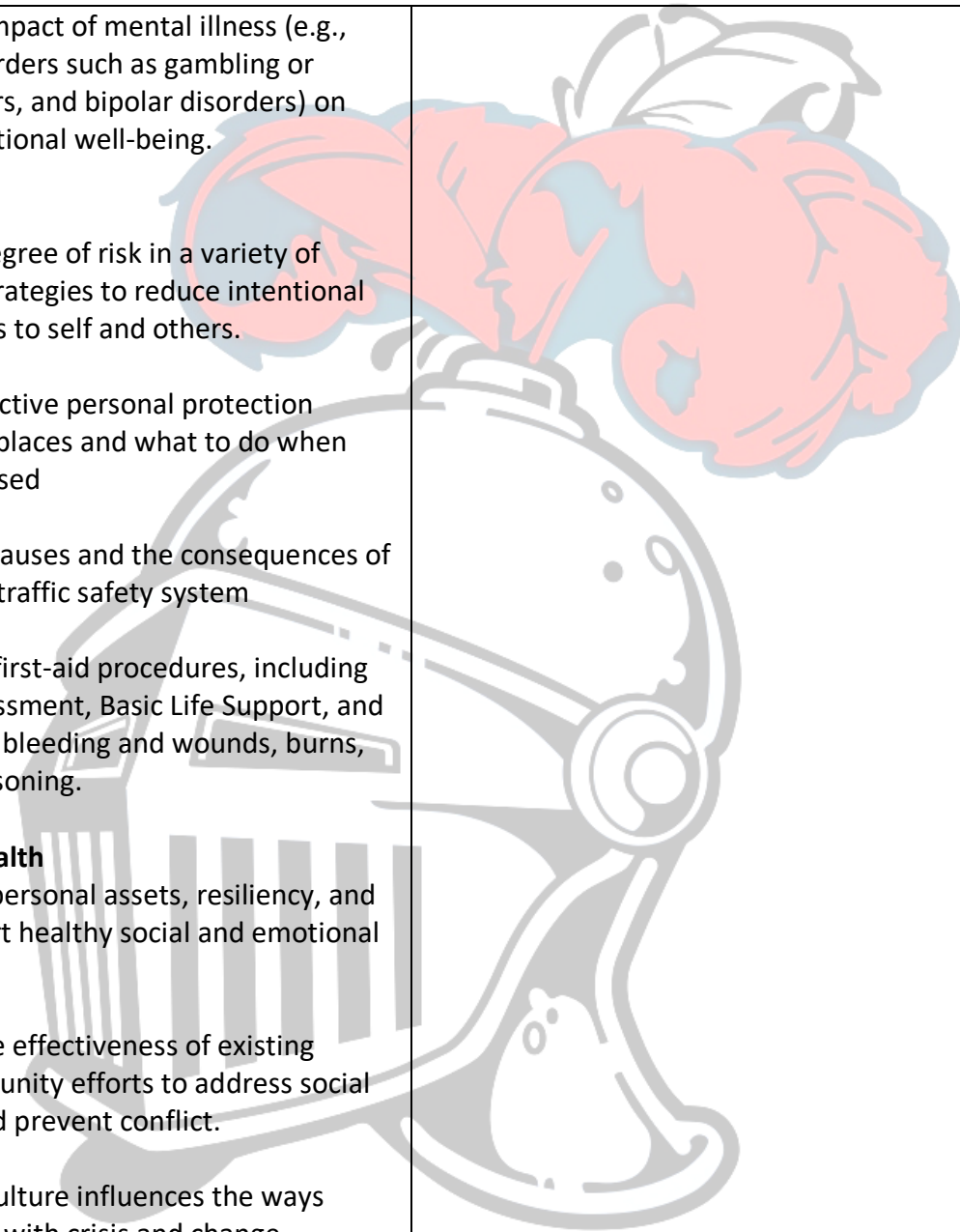
2.1.6.D.4 - Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.


**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.



<p>2.1.8.E.4 - Compare and contrast stress management strategies that are used to address various types of stress-induced situations.</p>	
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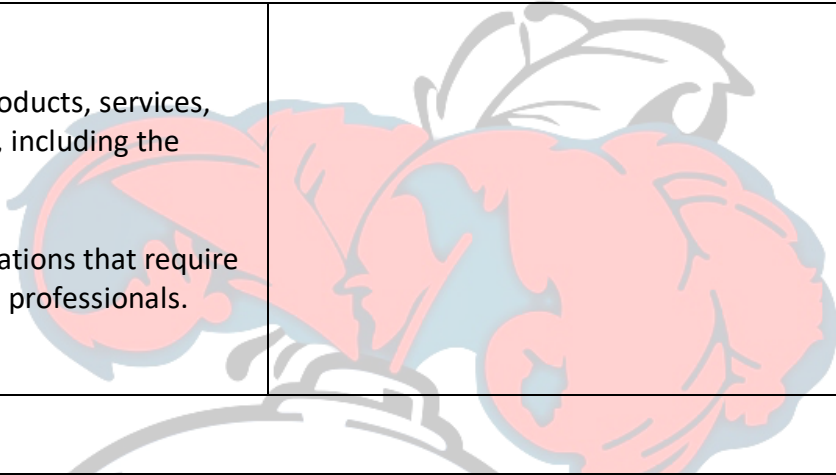
<p><b>Focus Topic: Integrated Skills (2.2)</b></p>	
<p><b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><b>Enduring Understandings</b> <i>What will students understand?</i></p>
<ul style="list-style-type: none"> <li>• How do you know whether or not health information is accurate?</li> <li>• Why might educated people make poor health decisions?</li> <li>• In order to achieve lifetime wellness, what should I plan for and what should I just let happen?</li> <li>• How are character and health related?</li> <li>• How can you inspire others to address health issues?</li> </ul>	<ul style="list-style-type: none"> <li>• Effective communication skills enhance a person’s ability to express and defend their beliefs</li> <li>• Decision making can be affected by a variety of influences that may not be in a person’s best</li> <li>• Character is who you are when no one is looking</li> <li>• Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole</li> </ul>
<p><b>New Jersey Student Learning Standards:</b></p> <p><b>A. Interpersonal Communication</b> 2.2.6.A.1 - Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• TSW assess the use of refusal, negotiation, and assertiveness skills and recommend strategies for improvement</li> <li>• TSW analyze the economic and political purposes and impacts of health messages found in the media</li> </ul>

<p>2.2.6.A.2 - Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.</p> <p><b>B. Decision Making and Goal Setting</b></p> <p>2.2.6.B.1 - Predict social situations that may require the use of decision-making skills</p> <p>2.2.6.B.2 - Justify when individual or collaborative decision-making is appropriate.</p> <p>2.2.6.B.3 - Analyze factors that support or hinder the achievement of personal health goals during different life stages.</p> <p><b>C. Character Development</b></p> <p>2.2.6.C.1 - Analyze strategies to enhance character development in individual, group, and team activities.</p> <p>2.2.6.C.2 - Analyze to what extent various cultures have responded effectively to individuals with disabilities.</p> <p>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.</p> <p><b>D. Advocacy and Service</b></p> <p>2.2.6.D.1 – Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.</p> <p>2.2.6.D.2 - Defend a position on a health or social issue to activate community awareness and responsiveness.</p>	<ul style="list-style-type: none"> <li>• TSW predict social situations and conditions that may require adolescents and young adults to use decision making skills</li> <li>• TSW discuss how ethical decision making requires careful thought and action</li> <li>• TSW demonstrate the ability to function effectively in both leadership and supportive roles</li> <li>• TSW discuss motivational techniques to improve personal and group achievement and develop rewards and sanctions for group accomplishments</li> <li>• TSW compare and contrast preparation and job requirements for health and fitness careers</li> <li>• TSW summarize health information from a variety of valid and reliable health resources</li> <li>• TSW compare and contrast the economic and social purposes of health messages presented in the media</li> <li>• TSW discuss how role models influence the personal goals and ethical standards of others</li> <li>• TSW implement appropriate leadership strategies when serving in a leadership role</li> <li>• TSW analyze a group’s ability to improve its performance, and provide appropriate feedback</li> </ul>
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**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.

**Focus Topic: Drugs and Medicine (2.3)****Essential Questions**

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

- Why do people choose to use alcohol, tobacco, and other drugs when they are aware of the detrimental effects?
- Why does one person become an addict and another does not?

**Enduring Understandings**

*What will students understand?*

- Research has clearly established that alcohol, tobacco, and other drugs have a variety of harmful effects on the human body
- There are common indicators, stages and influencing factors of chemical dependency

<b>New Jersey Student Learning Standards:</b>	<b>Objectives:</b>
<p><b>A. Medicines</b></p> <p>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.</p> <p>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</p> <p><b>B. Alcohol, Tobacco, and Other Drugs</b></p> <p>2.3.6.B.1 - Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.</p> <p>2.3.6.B.2 - Predict the legal and financial consequences of the use, sale, and possession of illegal substances.</p> <p>2.3.6.B.3 - Analyze the effects of all types of tobacco use on the aging process.</p> <p>2.3.6.B.4 - Compare and contrast smoking laws in New Jersey with other states and countries.</p> <p>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</p>	<ul style="list-style-type: none"><li>• TSW recommend safe practices for the use of prescription medicines</li><li>• TSW compare and contrast the physical and behavioral effects of each classification of drugs</li><li>• TSW analyze health risks associated with injecting drug use</li><li>• TSW investigate the legal and financial consequences of the use, sale, and possession of illegal substances</li><li>• TSW discuss how the use of alcohol and other drugs influences decision-making and places one at risk for sexual assault, pregnancy, and STDs</li><li>• TSW analyze the physical, social, and emotional indicators and stages of dependency</li><li>• TSW analyze factors that influence the use and abuse alcohol, tobacco, and other drugs</li><li>• TSW discuss how tolerance, synergistic effects, and antagonistic effects have an impact on the use of drugs and medicines</li></ul>

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.



<b>Focus Topic: Human Relationships and Sexuality (2.4)</b>	
<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand?</i>
<ul style="list-style-type: none"> <li>• How do we learn to understand and respect diversity in relationships?</li> <li>• How do we know when a relationship is not worth saving?</li> <li>• How do you know when the time is right for you to become sexually active?</li> <li>• What determines a person's sexual orientation?</li> <li>• How do you know when you are ready to have a child?</li> </ul>	<ul style="list-style-type: none"> <li>• Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships</li> <li>• External pressures and opportunities that present themselves may influence a person to become sexually active</li> <li>• There are many additional challenges that confront those who are not heterosexual</li> <li>• Raising a child requires physical, economic, emotional, social and intellectual commitment</li> </ul>
<p><b>New Jersey Student Learning Standards:</b></p> <p><b>A. Relationships</b> 2.4.6.A.1 - Predict how changes within a family can impact family members.</p> <p>2.4.6.A.2 - Explain how the family unit impacts character development.</p> <p>2.4.6.A.3 - Explain when the services of professionals are needed to intervene in relationships.</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• TSW discuss changes in family structures and the forces that influence change</li> <li>• TSW analyze how relationships evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage</li> <li>• TSW differentiate among affection, love, commitment, and sexual attraction</li> </ul>

<p>2.4.6.A.4 - Differentiate between affection, love, commitment, and sexual attraction.</p> <p>2.4.6.A.5 - Determine when a relationship is unhealthy and explain effective strategies to end the relationship.</p> <p>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</p> <p><b>B. Sexuality</b></p> <p>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.</p> <p>2.4.6.B.2 - Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.</p> <p>2.4.6.B.3 - Compare and contrast methods of contraception used by adolescents and factors that may influence their use.</p> <p>2.4.6.B.4 - Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.</p> <p>2.4.8.B.5 - Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.</p> <p>2.4.8.B.6 - Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine</p>	<ul style="list-style-type: none"> <li>• TSW develop standards for dating situations, such as dating in groups, setting limits, or only dating someone of the same age</li> <li>• TSW analyze internal and external pressures to become sexually active</li> <li>• TSW describe the physical, emotional, and social benefits of sexual abstinence and develop strategies to resist pressures to become sexually active</li> <li>• TSW discuss the potential short-and long-term physical, emotional, and social impacts of adolescent sexual activity</li> <li>• TSW analyze how certain behaviors place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy</li> <li>• TSW compare and contrast methods of contraception, risk reduction, and risk elimination and explain how reliability, religious beliefs, age, gender, healthy history, and cost may influence their use</li> <li>• TSW analyze the challenges and responsibilities of being a teen mother and/or teen father</li> </ul>
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**C. Pregnancy and Parenting**

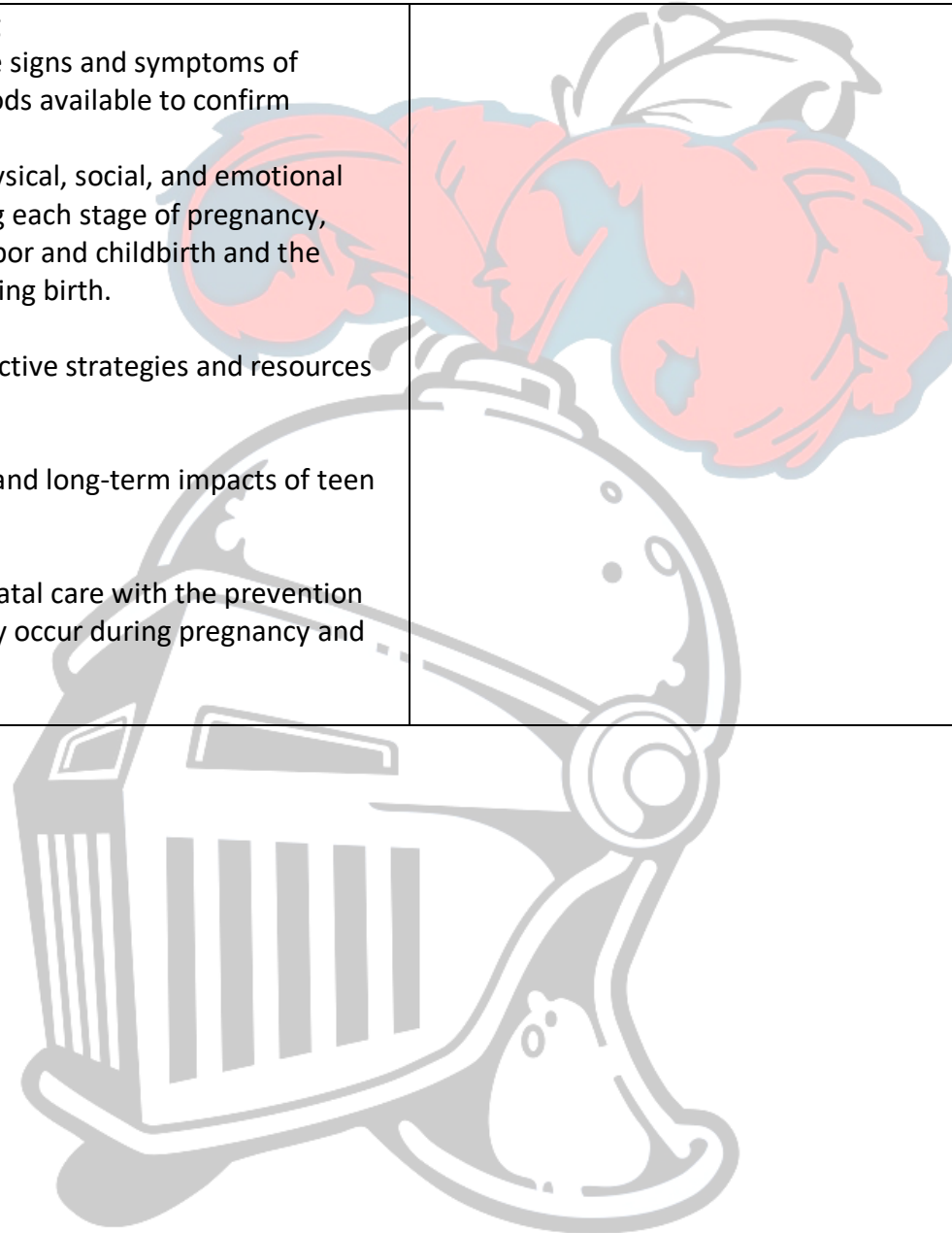
2.4.4.C.1 - Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.

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.



<b>Focus Topic: Motor Skill Development (2.5)</b>	
<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand?</i>
<ul style="list-style-type: none"> <li>• Why do I have to understand concepts of movement when I can already perform the movement?</li> <li>• To what extent does strategy influence performance in competitive games and activities?</li> <li>• Why do I have to show good sportsmanship and follow the rules when other do not?</li> <li>• How can I become more mentally prepared for competition and sports performance?</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities</li> <li>• Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations</li> <li>• Sport psychology techniques prepare athletes to compete at the optimum level</li> </ul>
<p><b>New Jersey Student Learning Standards:</b></p> <p><b>A. Movement Skills and Concepts</b></p> <p>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).</p> <p>2.5.6.A.2 - Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• TSW modify a personal movement performance according to feedback</li> <li>• TSW create and perform movement activities</li> <li>• TSW describe the influence of history and culture on games, sports, and dance</li> <li>• TSW utilize strategy effectively</li> <li>• TSW exhibit good sportsmanship</li> </ul>

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.

**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.

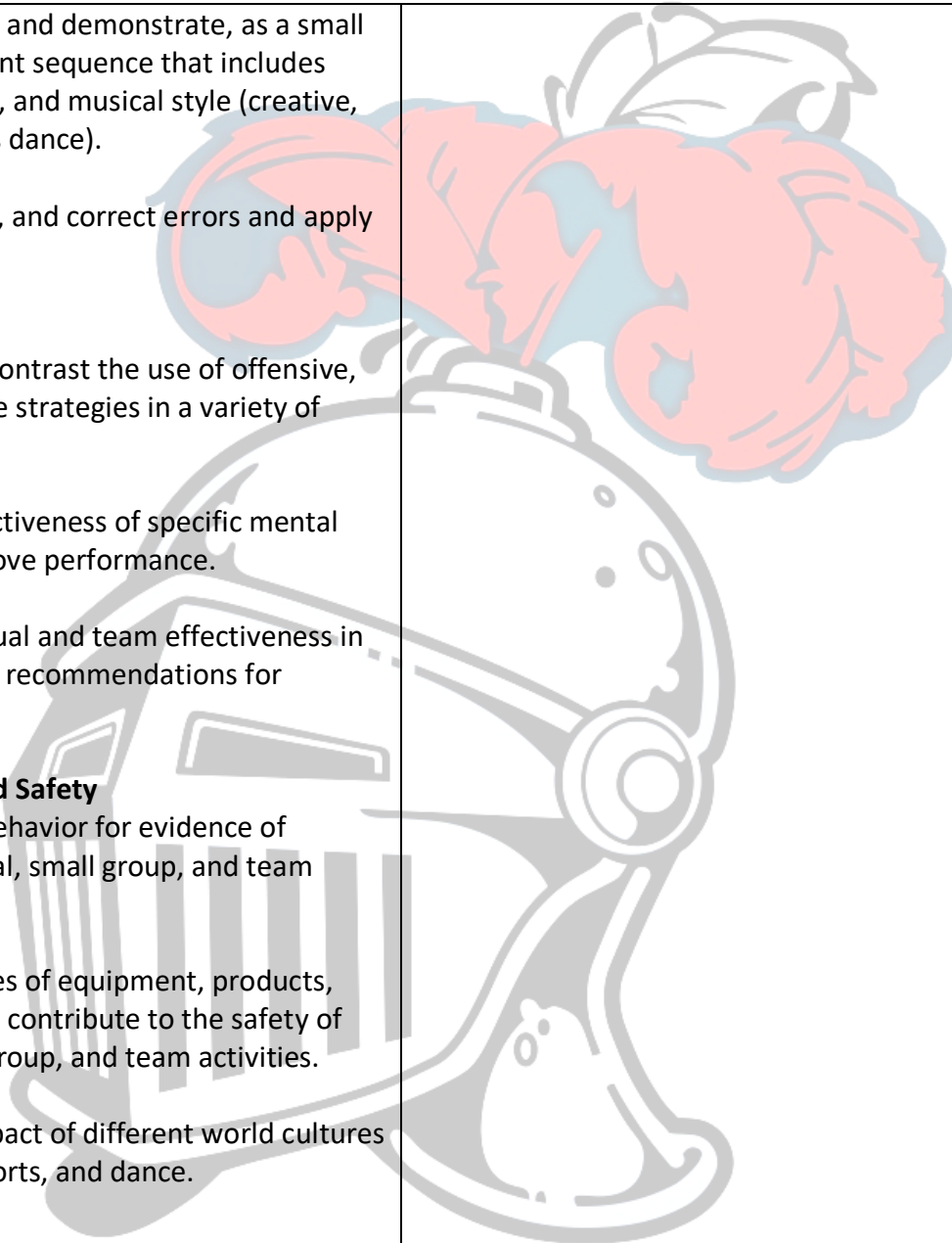
2.5.8.B.3 - Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

**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.



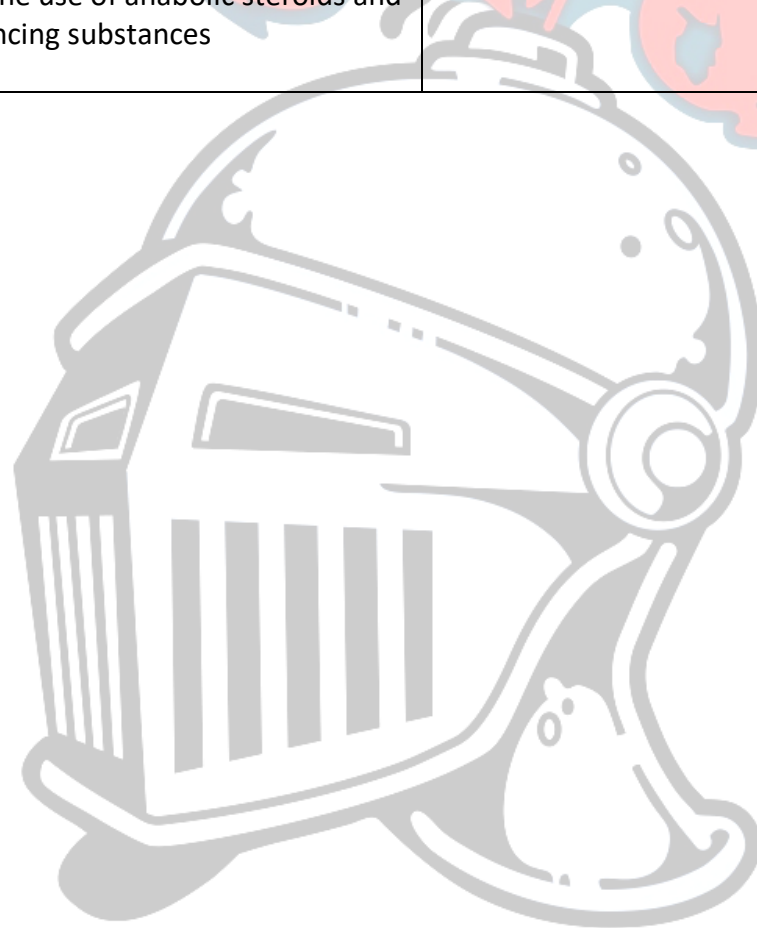
<b>Focus Topic: Fitness (2.6)</b>	
<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <li>• What is the minimum amount of exercise I can do to stay physically fit?</li> <li>• How do I develop an appropriate personal fitness program and find the motivation to commit to it?</li> <li>• How do you realize age appropriate fitness?</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness</li> <li>• Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness</li> <li>• Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise</li> </ul>
<p><b>New Jersey Student Learning Standards:</b></p> <p><b>A. Fitness and Physical Activity</b></p> <p>2.6.6A.1 - Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p> <p>2.6.6.A.2 - Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.</p> <p>2.6.6.A.3 - Analyze how medical and technological advances impact personal fitness.</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• TSW distinguish between fact and fallacy regarding the marketing of fitness products, services, and information</li> <li>• TSW investigate the physical, behavioral, legal and competitive consequences of using anabolic steroids and other performance enhancing substances</li> <li>• TSW use health data to develop a personal fitness plan</li> <li>• TSW use technology to evaluate the implementation and outcomes of the plan</li> </ul>

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.

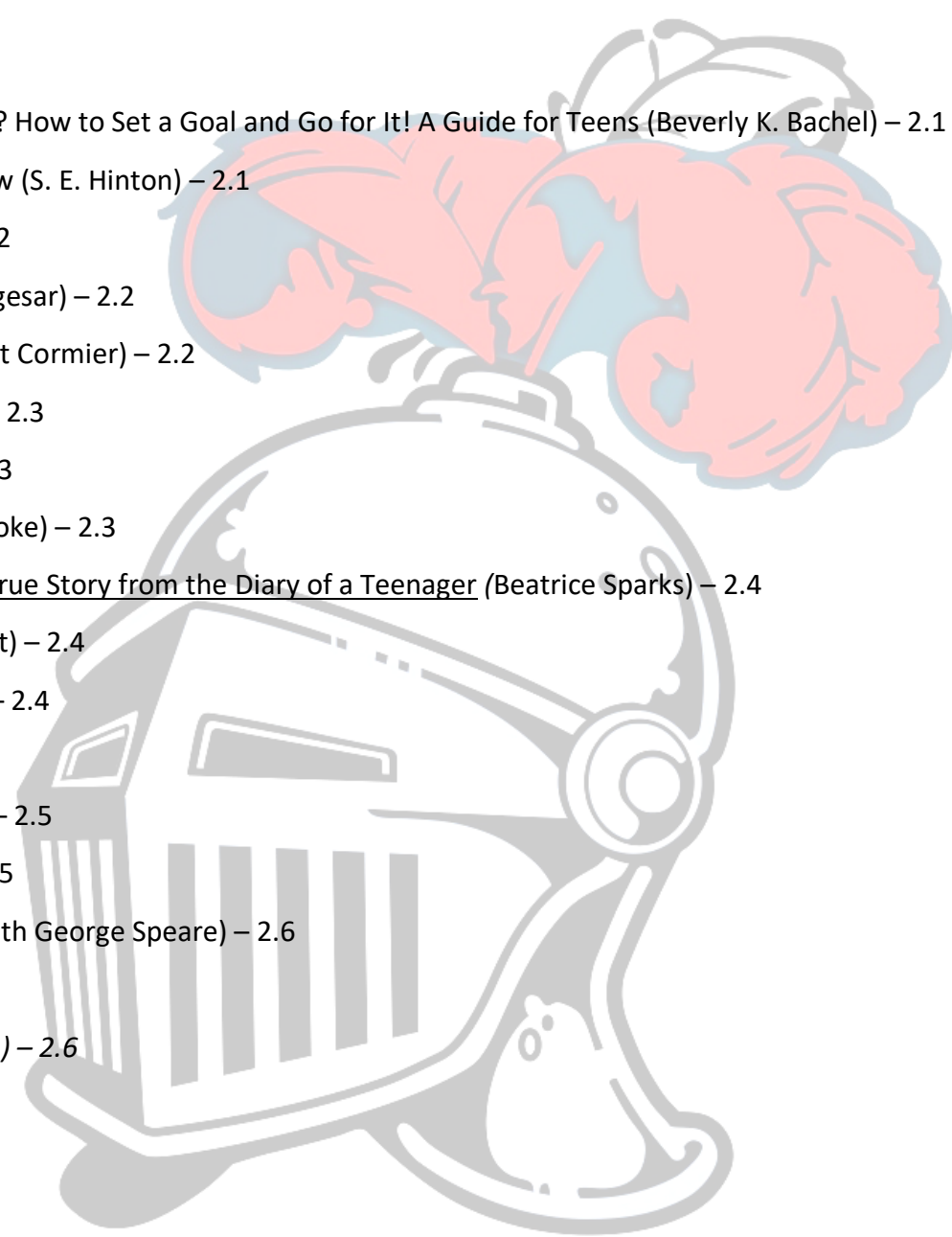
2.6.6.A.6 - Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances

- TSW progress towards improving components of fitness



**Literature Connection:**

- What Do You Really Want? How to Set a Goal and Go for It! A Guide for Teens (Beverly K. Bachel) – 2.1
- That Was Then, This Is Now (S. E. Hinton) – 2.1
- Stargirl (Jerry Spinelli) – 2.2
- Gossip Girl (Cecily von Ziegesar) – 2.2
- The Chocolate War (Robert Cormier) – 2.2
- Tobacco (Sean Connolly) – 2.3
- Lush (*Natasha* Friend) – 2.3
- Medicine (Emory Dean Keoke) – 2.3
- It Happened to Nancy: A True Story from the Diary of a Teenager (Beatrice Sparks) – 2.4
- Boy Meets Girl (Meg Cabot) – 2.4
- Uglies (Scott Westerfeld) – 2.4
- Peak (Roland Smith) – 2.5
- Deadline (Chris Crutcher) – 2.5
- Dogsong (Gary Paulsen) 2.5
- Sign of the Beaver (Elizabeth George Speare) – 2.6
- Keeper (Mal Peet) – 2.6
- Slam! (Walter Dean Myers) – 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.8.2. 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.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events

RI.8.7. Evaluate the advantages and disadvantages of using different mediums

## 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. (8.EE.B.5)

## Statistics and Probability

Develop understanding of statistical variability. (8.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

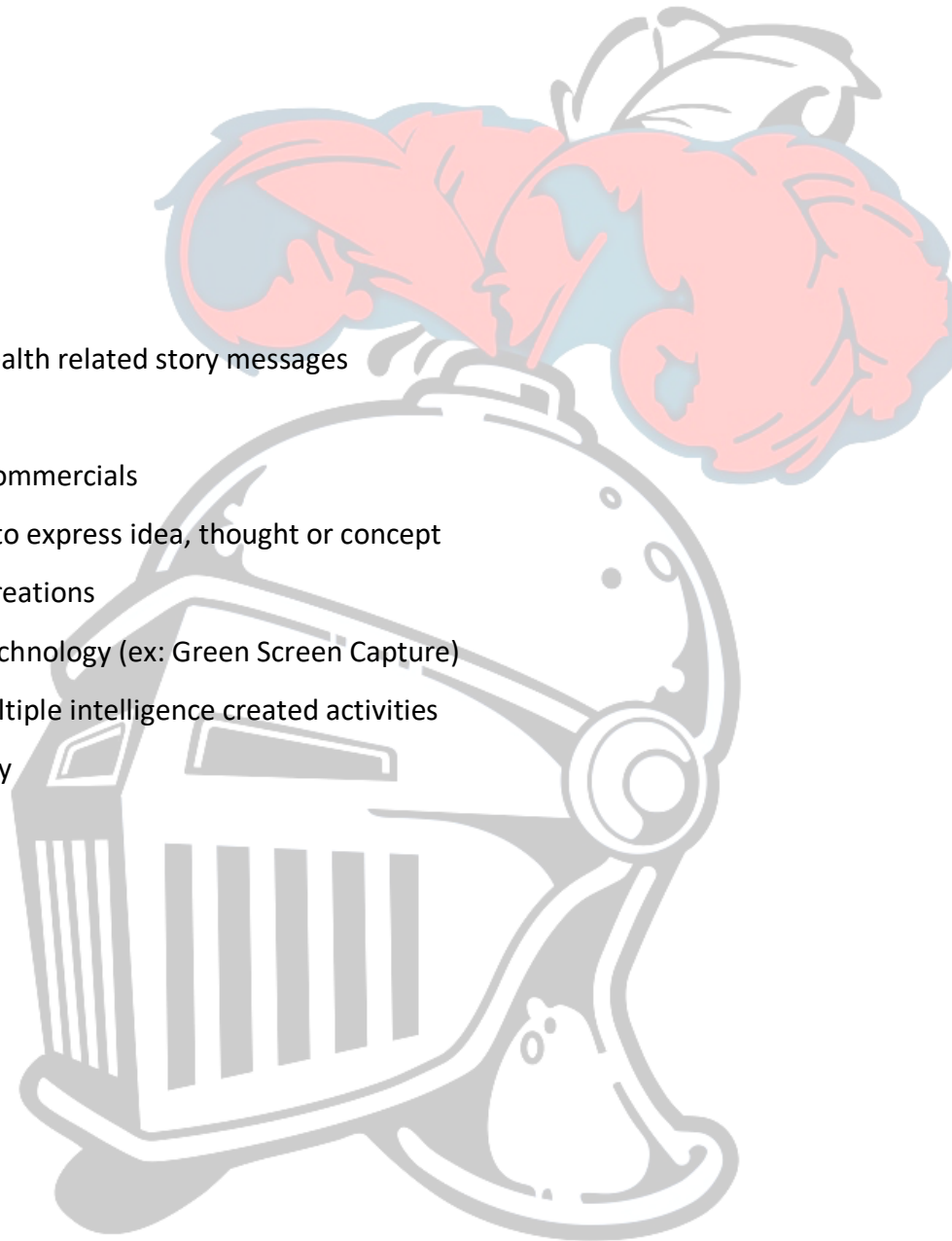
**Differentiated Instruction\*:**

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

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

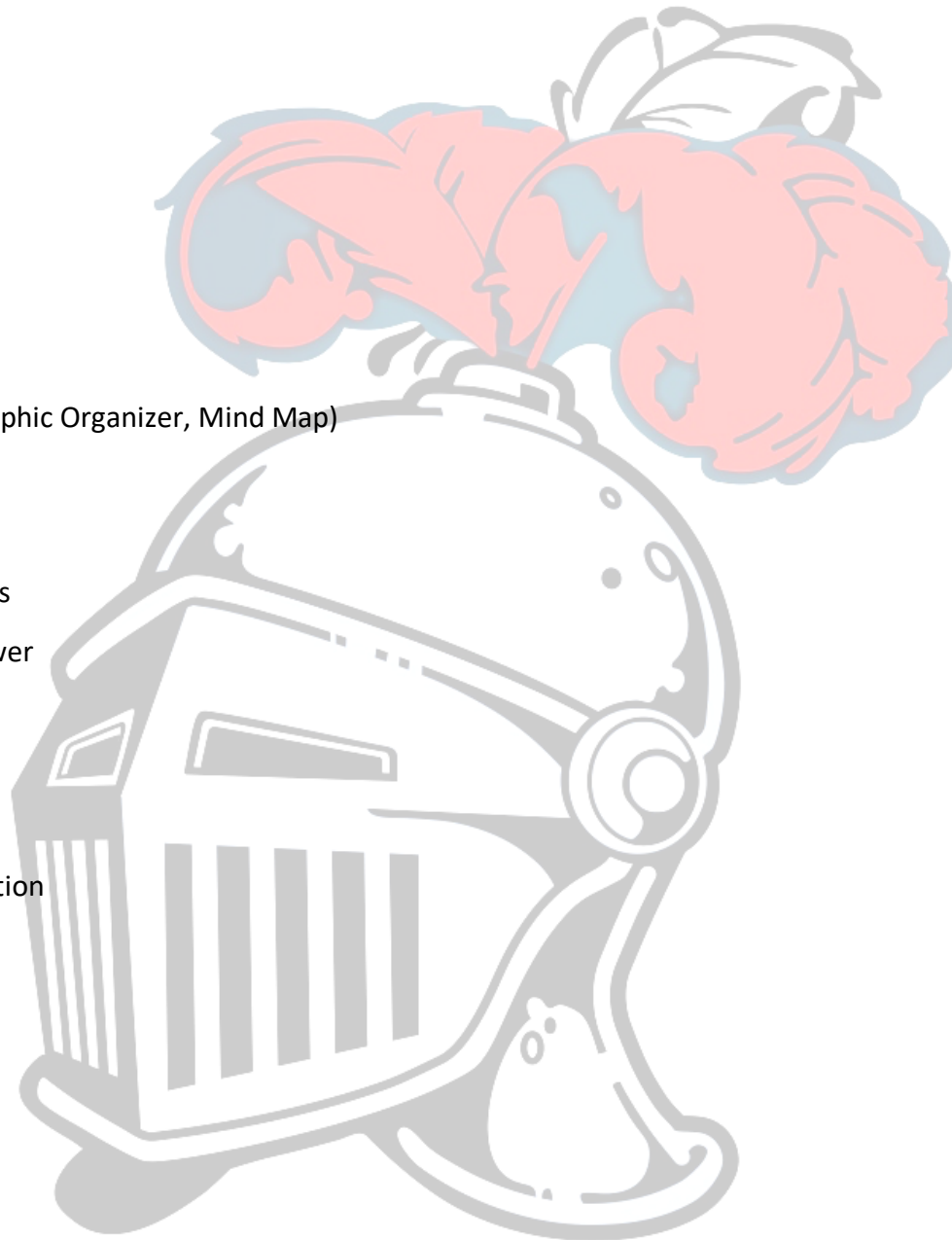
**Enrichment:**

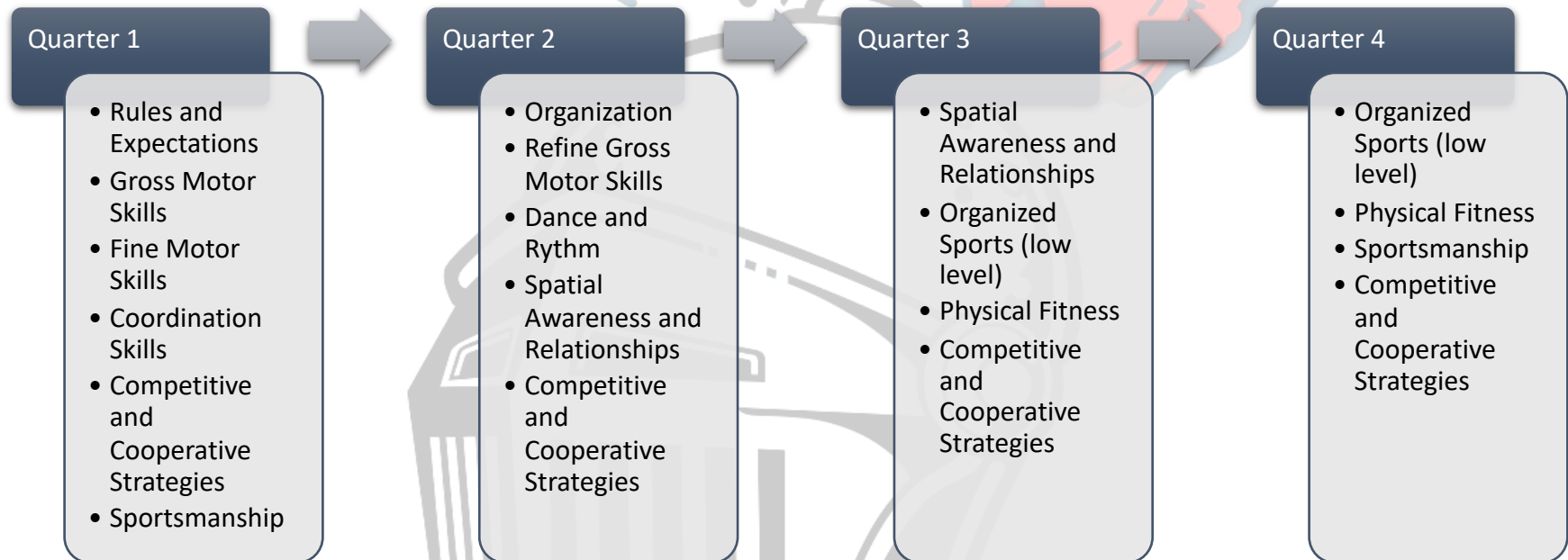
- Graffiti Wall
- Ideal Parent Journal
- Communication Rating
- Create puppets to retell health related story messages
- Webquest
- Review of health related commercials
- Create song and/or music to express idea, thought or concept
- Stop Action Animation recreations
- Retelling through use of technology (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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