

**FAIRFIELD TOWNSHIP SCHOOL**

**DISTRICT**



**HEALTH AND PHYSICAL EDUCATION**

**Middle School Health and Physical Education  
Curriculum Guide**

**Grades 6-8**

**Revised August 2022**

**RENEE' C. RING, SUPERVISOR OF CURRICULUM AND INSTRUCTION**

# **New NJSLS for Health - Slide presentation**

[FTSD New NJSLS for Health](#)

**Legislation that can apply to all content areas:**

- **Amistad Law (N.J.S.A. 18A 52:16A-88) Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.**
- **Holocaust Law (N.J.S.A. 18A:35-28) Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.**
- **LGBT and Disabilities Law (N.J.S.A. 18A:35-4.35) A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning New Jersey Department of Education Draft Jan. 2020 19 Standards. N.J.S.A.18A:35-4.36 A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.**

## NJSLA Standards for Comprehensive Health and Physical Education

### 2.1 Personal and Mental Health by the End of Grade 8

#### Personal Growth and Development

Core Idea	Performance Expectations
Individual actions, genetics, and family history can play a role in an individual's personal health.	<ul style="list-style-type: none"> <li>• 2.1.8.PGD.1: Explain how appropriate health care can promote personal health.</li> <li>• 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.</li> <li>• 2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.</li> </ul>
Responsible actions regarding behavior can impact the development and health of oneself and others	<ul style="list-style-type: none"> <li>• 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.</li> </ul>

#### Pregnancy and Parenting

Core Idea	Performance Expectations
An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.	<ul style="list-style-type: none"> <li>• 2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.</li> <li>• 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.</li> <li>• 2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care</li> </ul>
There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.	<ul style="list-style-type: none"> <li>• 2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.</li> <li>• 2.1.8.PP.5: Identify resources to assist with parenting.</li> </ul>

#### Emotional Health

Core Idea	Performance Expectations
Self-management skills impact an individual's ability to cope with different	<ul style="list-style-type: none"> <li>• 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal</li> </ul>

types of mental, psychological, and emotional situations.	relationships, finances, celebrations, violence). <ul style="list-style-type: none"> <li>• 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.</li> </ul>
---	---

### Social and Sexual Health

Core Idea	Performance Expectations
Inclusive schools and communities are accepting of all people and make them feel welcome and included.	<ul style="list-style-type: none"> <li>• 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.</li> <li>• 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.</li> </ul>
Relationships are influenced by a wide variety of factors, individuals, and behaviors.	<ul style="list-style-type: none"> <li>• 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships</li> <li>• 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.</li> <li>• 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.</li> <li>• 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.</li> </ul>
There are factors that contribute to making healthy decisions about sex.	<ul style="list-style-type: none"> <li>• 2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.</li> <li>• 2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).</li> <li>• 2.1.8.SSH.9: Define vaginal, oral, and anal sex.</li> <li>• 2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).</li> <li>• 2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).</li> </ul>

### Community Health Services and Support

Core Idea	Performance Expectations
-----------	--------------------------

<p>Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.</p>	<ul style="list-style-type: none"> <li>• 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).</li> <li>• 2.1.8. CHSS. 2: Describe the state and federal laws related to age of consent, minors’ ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.</li> <li>• 2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.</li> <li>• 2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.</li> <li>• 2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.</li> </ul>
<p>Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.</p>	<ul style="list-style-type: none"> <li>• 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.</li> <li>• 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change</li> </ul>
<p>Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.</p>	<ul style="list-style-type: none"> <li>•2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings, sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.</li> </ul>

**PE Curriculum Guide Grade 6-8  
2.1 Personal and Mental Health**

**Key:**

**Climate**

**Equity and Inclusion**

**SEL**

**Holocaust**

**Amistad**

**Career Readiness, Life Literacies, and Key Skills**

<p>Subject: Health and Physical Education</p>	<p>Grade Level: 6-8</p>
<p>Unit 1: Personal Growth and Development</p>	<p>Pacing: 3 classes</p>
<p>Essential Questions</p>	<p>Enduring Understandings</p>

<ul style="list-style-type: none"> <li>● What are different ways that students can care for their emotional and social health?</li> <li>● What skills/tools are necessary for students to make healthy decisions?</li> <li>● How can peers impact decisions in positive and negative ways?</li> <li>● What is the difference between Health and Wellness?</li> <li>● How can identifying the 4 aspects of Health determine one's overall health?</li> <li>● How can preventive health care help to improve all aspects of your health?</li> <li>● How can your family history and genetics impact your personal health?</li> </ul>	<p>Individual actions, genetics, and family history can play a role in an individual's personal health</p> <p>Responsible actions regarding behavior can impact the development and health of oneself and others.</p> <p>Individual actions, genetics, and family history impact an individual's health.</p> <p>Being responsible and acting appropriately can impact one's health as well as others.</p> <p>An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices</p>
<p>NJSL-S Standards</p>	<p>Classroom Applications</p>
<p><b>2.1.8.PGD.1:</b> Explain how appropriate health care can promote personal health.</p> <p><b>2.1.8.PGD.2:</b> Analyze how genetics and family history can impact personal health.</p> <p><b>2.1.8.PGD.3:</b> Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.</p> <p><b>2.1.8.PGD.4:</b> Analyze the relationship between healthy behaviors and personal health.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>● Students will explain how appropriate health care can promote personal health.</li> <li>● Students will analyze the relationship between healthy behaviors and personal health.</li> <li>● Students will explain the importance of physical, social, emotional, and mental health.</li> <li>● Students will explain the meaning of mental and emotional health.</li> <li>● Students will describe the different parts of a person's identity, values and beliefs.</li> <li>● Students will compare and contrast stress management strategies that are used to address various types of stress-induced situations.</li> <li>● Students will differentiate between self-image and self-esteem.</li> </ul> <p>Teaching Strategies/Materials: Harcourt Your Health, Videos, EdPuzzles, Role Plays, Internet Research</p>

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Physical Activity, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Guided Explorations, Projects

Materials: Tutorial Videos, DVDs, Internet, Technology (Smart Board, chromebooks, PowerPoint, Websites, etc.), visual aids, manipulatives,

Differentiation Strategies/Modifications: One on One explanation, restating, definitions or concepts, extra time, pairing with another student

SWD/ Students at risk of failure: re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

Connections to other content areas, including 21<sup>st</sup> Century Skills:

**ELA/Literacy -**

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

W.8.1. A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1. B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

## **Mathematics -**

6.RP A.: Ratios and Proportional Relationships - Understand ratio concepts and use ratio reasoning to solve problems.

7.SP B: Statistics and Probability - Draw informal comparative inferences about two populations.

7.SP.C: Statistics and Probability - Investigate chance processes and develop, use, and evaluate probability models

7.RP A: Ratios and Proportional Relationships - Analyze proportional relationships and use them to solve real-world and mathematical problems

8.SP A: Statistics and Probability - Investigate patterns of association in bivariate data.

## **21<sup>st</sup> Century Skills –**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience

## **Unit Resources:**

→ Websites:

- ◆ Edpuzzle.com
- ◆ Youtube.com

## **Unit Assessment Opportunities:**

→ Formative Assessments

- ◆ Google Forms
- ◆ Oral Participation
- ◆ Web-based activities (EdPuzzles, BlooketO)
- ◆ Quiz
- ◆ Test

→ Summative Assessments

- ◆ Written/Oral Test



**FAIRFIELD TOWNSHIP SCHOOL**  
**Health and Physical Education Curriculum Guide Grade 6-8**

Subject: Health and Physical Education	Grade Level: 6-8
Unit 2: Pregnancy and Parenting	Pacing: 1-2 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>● What intellectual, emotional, and social developments occur during each stage of a life span?</li> <li>● How does prenatal development proceed from the stage of fertilization through birth?</li> <li>● Describe pregnancy and what are the signs and changes that occur in the body?</li> <li>● What are the prenatal practices and the importance of them in supporting a healthy pregnancy?</li> </ul>	<p>An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.</p> <p>There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.</p>
NJSL-S Standards	Classroom Applications
<p><b>2.1.8.PP.1:</b> Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption. <b>2.1.8.PP.2:</b> Summarize the stages of pregnancy from fertilization to birth.</p> <p><b>2.1.8.PP.3:</b> Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>● Students will summarize the three stages of fetal development from fertilization to birth.(Germinal, Embryonic &amp; Fetal).</li> <li>● Students will list the signs and changes that occur in a person’s body during pregnancy.</li> <li>● Students will identify prenatal practices to support a healthy pregnancy.</li> </ul> <p>Teaching Strategies/Materials: Modeling, Class Discussions</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Guided Explorations, Projects</p>

of information about prenatal care.

**2.1.8.PP.4:** Predict challenges that may be faced by adolescent parents and their families. •

**2.1.8.PP.5:** Identify resources to assist with parenting.

Materials: DVDs, Internet, Technology (Smart Board, chromebooks, PowerPoint, Websites, etc.), visual aids, manipulatives

Differentiation Strategies/Modifications: One on One explanation, restating, definitions or concepts, extra time, pairing with another student

SWD/ Students at risk of failure: re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

Connections to other content areas, including 21<sup>st</sup> Century Skills:

**ELA/Literacy -**

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

W.8.1. A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1. B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

**Mathematics -**

6.RP A.: Ratios and Proportional Relationships - Understand ratio concepts and use ratio reasoning to solve problems.

7.SP B: Statistics and Probability - Draw informal comparative inferences about two populations.

7.SP.C: Statistics and Probability - Investigate chance processes and develop, use, and evaluate probability models

7.RP A: Ratios and Proportional Relationships - Analyze proportional relationships and use them to solve real-world and mathematical problems

8.SP A: Statistics and Probability - Investigate patterns of association in bivariate data.

**21<sup>st</sup> Century Skills –**

9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.

9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose

9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).

9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

**Unit Resources:**

→ Websites:

- ◆ Edpuzzle.com
- ◆ Youtube.com

**Unit Assessment Opportunities:**

→ Formative Assessments

- ◆ Google Forms
- ◆ Web-based activities (EdPuzzles, Blooket)
- ◆ Quiz
- ◆ Test

→ Summative Assessments

- ◆ Written/Oral Test

**FAIRFIELD TOWNSHIP SCHOOL**  
**Health and Physical Education Curriculum Guide Grade 6-8**

Subject: Health and Physical Education	Grade Level: 6-8
Unit 3: Emotional Health	Pacing: 4 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>● What are the effects stress has on the body and what are some healthy ways to handle it?</li> <li>● What is a stress management plan and how can it help you deal with the stress in your life?</li> <li>● What are some healthy ways you can grieve and deal with a loss?</li> <li>● Define stress and stressor.</li> <li>● List various stressors in their lives.</li> <li>● Develop a personal stress management plan.</li> <li>● List the long term effects of stress.</li> <li>● Identify warning signs of stress.</li> <li>● Investigate the myths and perceptions regarding death and dying.</li> <li>● List the various stages of grief.</li> <li>● Investigate how healthcare professionals can provide help to grieving individuals/families</li> </ul>	<p>Self management skills impact an individual’s ability to cope with different types of mental, psychological, and emotional situations</p> <p>Stress is how your body and mind respond to being challenged or threatened.</p> <p>A stressor is something that causes stress.</p> <p>Stressors can be positive and negative.</p> <p>Chronic, unmanaged stress can have negative effects on an individual's health.</p> <p>Everyone will experience loss and grief at some point in their lifetime.</p> <p>The grieving process can help people accept the loss and start to heal.</p> <p>It is important to understand the different stages of grief and the reactions each individual may experience.</p>

NJSL-S Standards	Classroom Applications
<p><b>2.1.8.EH.1:</b> Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).</p> <p><b>2.1.8.EH.2:</b> Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will identify many different kinds of disabilities and prejudice towards an individual with disabilities affects everyone.</li> <li>• Students will propose strategies to cope with peer pressure.</li> <li>• Students will discuss the influence of the media on gender stereotypes.</li> <li>• Students will identify if someone around them appears to be depressed or is experiencing emotional problems.</li> <li>• Students discuss when and how one can help others in danger, what kind of help may be required, and what the personal consequences may be.</li> <li>• Students will discuss choices between a personal belief and group pressure and how to deal with the feelings that could accompany such a decision.</li> </ul> <p>Teaching Strategies/Materials: Harcourt Your Health, Videos, EdPuzzles, Role Plays, Internet Research</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Guided Explorations, Projects</p> <p>Materials: Internet, Technology (Smart Board, chromebooks, PowerPoint, Websites, etc.), visual aids, manipulatives, supplemental materials for emotional health</p> <p>Differentiation Strategies/Modifications: One on One explanation, restating, definitions or concepts, extra time, pairing with another student</p> <p>SWD/ Students at risk of failure: re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support.</p>

Connections to other content areas, including 21<sup>st</sup> Century Skills:

**ELA/Literacy -**

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

W.8.1. A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1. B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

**Mathematics -**

6.RP A.: Ratios and Proportional Relationships - Understand ratio concepts and use ratio reasoning to solve problems.

7.SP B: Statistics and Probability - Draw informal comparative inferences about two populations.

7.SP.C: Statistics and Probability - Investigate chance processes and develop, use, and evaluate probability models

7.RP A: Ratios and Proportional Relationships - Analyze proportional relationships and use them to solve real-world and mathematical problems

8.SP A: Statistics and Probability - Investigate patterns of association in bivariate data.

**21<sup>st</sup> Century Skills – Career Readiness**

9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
- 9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
- 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
- 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
- 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
- 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
- 9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).
- 9.4.8.IML.11: Predict the personal and community impact of online and social media activities.
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.
- 9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Unit Resources:

- Websites:
  - ◆ EdPuzzle.com
  - ◆ YouTube.com

Unit Assessment Opportunities:

- Formative Assessments
  - ◆ Oral Participation
  - ◆ Web-based activities (Kahoot, Blooket, EdPuzzle)
  - ◆ Quizzes
  - ◆ Test
  - ◆ Google Forms
- Summative Assessments
  - ◆ Written/Oral Test

**FAIRFIELD TOWNSHIP SCHOOL**  
**Curriculum Guide Grade 6-8**

Subject: Health and PE	Grade Level: 6-8
Unit 4: Social and Sexual Health	Pacing: 4-5 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>• How do you promote healthy relationships with family, friends, and dating partners?</li> <li>• How can good communication skills promote a healthy relationship?</li> <li>• How is conflict resolution a part of building a healthy relationship?</li> <li>• What coping strategies help families deal with crisis, traumatic events, or change?</li> <li>• How do a person's values impact their relationships?</li> <li>• How do personal lifestyle habits and genetics influence sexual development?</li> <li>• What are responsible actions regarding sexual behavior, and why are they important for a person to follow?</li> <li>• How do pregnancy, childbirth, and parenthood change a person's life and affect the lives of others?</li> </ul>	<p>Relationships affect a person's health and well-being. Some relationships meet basic human needs and others need to feel connected and loved.</p> <p>Good communication and conflict resolution can help maintain a healthy relationship with parents, siblings and dating partners.</p> <p>Relationships are influenced by a wide variety of factors , individuals, and behaviors.</p> <p>The values acquired from family, culture, personal experiences, and friends impact all types of relationships.</p> <p>Differentiate between gender identity, gender expression and sexual orientation.</p> <p>Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.</p> <p>Demonstrate communication skills that will support healthy relationships</p> <p>Compare and contrast the characteristics of healthy and unhealthy relationships.</p> <p>Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.</p> <p>Examine how culture influences the way families cope with traumatic situations, crisis, and change.</p> <p>Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).</p>
NJSL-S Standards	Classroom Applications
<b>2.1.8.SSH.1:</b> Differentiate between gender identity,	Objectives:



gender expression and sexual orientation.

**2.1.8.SSH.2:** Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.

**2.1.8.SSH.3:** Demonstrate communication skills that will support healthy relationships • **2.1.8.SSH.4:** Compare and contrast the characteristics of healthy and unhealthy relationships.

**2.1.8.SSH.5:** Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.

**2.1.8.SSH.6:** Examine how culture influences the way families cope with traumatic situations, crisis, and change.

**2.1.8.SSH.7:** Identify factors that are important in deciding whether and when to engage in sexual behaviors.

**2.1.8.SSH.8:** Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).

**2.1.8.SSH.9:** Define vaginal, oral, and anal sex.

**2.1.8.SSH.10:** Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).

- Students will discuss the importance of relationships for physical, emotional and social health.
- Students will Identify characteristics that can help you build and maintain healthy relationships with others and enhance your own health.
- Students will demonstrate techniques to communicate clearly and effectively using both verbal and nonverbal in person/digitally to maintain healthy relationships.
- Students will analyze the functions of the family.
- Students will identify strategies that promote healthy relationships with parents.
- Students will analyze the similarities and differences between friendships, romantic relationships and sexual relationships.

Teaching Strategies/Materials: Harcourt Your Health, Videos, EdPuzzles, Role Plays, Internet Research

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Guided Explorations, Projects

Materials: Internet, Technology (Smart Board, chromebooks, PowerPoint, Websites, etc.), visual aids, manipulatives

Differentiation Strategies/Modifications: One on One explanation, restating, definitions or concepts, extra time, pairing with another student

SWD/ Students at risk of failure: re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

**2.1.8.SSH.11:** Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).

Connections to other content areas, including 21<sup>st</sup> Century Skills:

**ELA/Literacy -**

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

W.8.1. A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1. B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

**Mathematics -**

6.RP A.: Ratios and Proportional Relationships - Understand ratio concepts and use ratio reasoning to solve problems.

7.SP B: Statistics and Probability - Draw informal comparative inferences about two populations.

7.SP.C: Statistics and Probability - Investigate chance processes and develop, use, and evaluate probability models

7.RP A: Ratios and Proportional Relationships - Analyze proportional relationships and use them to solve real-world and mathematical problems

8.SP A: Statistics and Probability - Investigate patterns of association in bivariate data.

Consent (N.J.S.A. 18A:35)

Mental Health (N.J.S.A 18A:35-4.39)

**LGBT and Disabilities Law:** N.J.S.A. 18A:35-4.35

**NJSLS-Career Readiness, Life Literacies, and Key Skills**

- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
- 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.
- 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
- 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
- 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
- 9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).
- 9.4.8.IML.11: Predict the personal and community impact of online and social media activities.
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

#### Unit Resources:

##### → Websites:

- ◆ [https://why.pbslearningmedia.org/subjects/health-and-physical-education/personal-mental-and-emotional-health/?selected\\_facet=grades:K-2](https://why.pbslearningmedia.org/subjects/health-and-physical-education/personal-mental-and-emotional-health/?selected_facet=grades:K-2)
- ◆ <https://classroom.kidshealth.org/classroom/index.jsp?Grade=pk&Section=personal>
- ◆ EdPuzzle.com
- ◆ YouTube.com

#### Unit Assessment Opportunities:

##### → Formative Assessments

- ◆ Oral Participation (Dialogue)
- ◆ Web-based activities (Blooket, Kahoot)
- ◆ Quiz
- ◆ Test

##### → Summative Assessments

- ◆ Written/Oral Test

## Gender Roles, Gender Identity, and Gender Stereotypes

### Lesson 1:

- Create T-Chart for stereotype words boys and girls.
- Draw a firefighter, pilot and doctor. Give each of your drawings each name.
- Watch the video "[A Class that Turned Around Kids' Assumptions About Gender Roles](#)"

- Watch the video “[Gender Roles and Stereotypes](#)”
- Discuss thoughts, feelings and connections to their own drawings.

**Lesson 2:**

- Review stereotypes and gender roles
- Listen to the story “[My Shadow is Pink](#)”.
- Watch the video “[Always #LikeAGirl](#)”
- Discuss why it is important to be ourselves and respect the choices others make when they are choosing to be their best selves.
- Drawing activity where they draw themselves either interacting with someone different from themselves or do something that does not align with the traditional gender roles.

**FAIRFIELD TOWNSHIP SCHOOL  
Curriculum Guide Grade 6-8**

Subject: Health and Physical Education	Grade Level: 6-8
Unit 5: Community Health Services and Support	Pacing: 4-5 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>● What can I do to avoid or reduce health risks?</li> <li>● What influences my behaviors and decisions?</li> <li>● How can assertive communication skills help me to develop a healthy lifestyle?</li> <li>● What do I need to know to make good decisions and stay healthy?</li> <li>● How does my behavior reflect my personal choices?</li> <li>● What can I do to prevent and resolve conflict?</li> </ul>	<p style="background-color: #90EE90;">Students can discern relationships among all components of health and wellness and knowledgeably use consumer information.</p> <p style="background-color: #90EE90;">Protecting the environment can protect your personal health.</p> <p>Lifelong health promoting behaviors.</p> <p>Personal choices impact current and long term outcomes on individuals, family and society.</p> <p>Assertive communication skills enhance health by avoiding and/or reducing health risks.</p> <p>Accessing and evaluating health information, products and services will improve a person’s ability to make healthy decisions and one’s quality of life.</p> <p>Recognizing risk factors and applying risk reducing strategies can prevent health consequences.</p>
NJSL-S Standards	Classroom Applications
<p><b>2.1.8.CHSS.1:</b> Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).</p> <p><b>2.1.8.CHSS.2:</b> Describe the state and federal laws related to age of consent, minors’ ability to consent to</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>● Students will analyze different ways cultures and how have they responded effectively to individuals with disabilities and develop strategies for inclusion for their peers with disabilities</li> <li>● Students will determine the effects that mental illnesses have on the overall well being (physical, social and emotional) of people who are afflicted with them.</li> <li>● Students will determine the degree of risk of intentional or unintentional injury (to self or others)</li> <li>● Students will develop scenarios and role plays that depict interpersonal communication strategies in various settings and cultures.</li> <li>● Students will describe situations where an adult or professional intervention is necessary and where to find those services.</li> </ul>

health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.

**2.1.8.CHSS.3:** Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.

**2.1.8.CHSS.4:** Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.

**2.1.8.CHSS.5:** Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.

**2.1.8.CHSS.6:** Develop an advocacy plan regarding a health issue and share this information in an appropriate setting. •

**2.1.8.CHSS.7:** Collaborate with other students to develop a strategy to address health issues related to climate change.

**2.1.8.CHSS.8:** Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the

- Students will assess the validity of health products and services information from three different sources.
- Students will discuss resources, programs, and organizations that promote health and identify ways of contributing to their mission.
- Students will analyze the impact of mental illness (e.g., depression, impulse disorders)

Teaching Strategies/Materials: Harcourt Your Health, Videos, Ed Puzzles, Role Plays, Internet Research  
 Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Guided Explorations, Projects  
 Materials: Tutorial Videos, DVDs, Internet, Technology (Smart Board, chromebooks, PowerPoint, Websites, etc.), visual aids

Differentiation Strategies/Modifications: One on One explanation, restating, definitions or concepts, extra time, pairing with another student

SWD/ Students at risk of failure: re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

community where assistance may be available.	
--	--

Connections to other content areas:

**ELA/Literacy -**

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

W.8.1. A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1. B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

**Mathematics -**

6.RP A.: Ratios and Proportional Relationships - Understand ratio concepts and use ratio reasoning to solve problems.

7.SP B:Statistics and Probability -Draw informal comparative inferences about two populations.

7.SP.C: Statistics and Probability -Investigate chance processes and develop, use, and evaluate probability models

7.RP A:Ratios and Proportional Relationships - Analyze proportional relationships and use them to solve real-world and mathematical problems

8.SP A: Statistics and Probability - Investigate patterns of association in bivariate data.

**21<sup>st</sup> Century Skills – Career Readiness**

9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.

9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.

9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions.

9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose

9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).

#### Unit Resources:

- Websites:
  - ◆ EdPuzzle.com
  - ◆ YouTube.com

#### Unit Assessment Opportunities:

- Formative Assessments
  - ◆ Oral Participation (Dialogue)
  - ◆ Web-based activities (Blooket, EdPuzzles)
  - ◆ Quiz (Google Forms)
  - ◆ Test
- Summative Assessments
  - ◆ Written/Oral Test

**Core Idea:** People in the community work to keep us safe.

**Performance Expectation:** 2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.



## 2.2 Physical Wellness by the End of Grade 8

### Movement Skills and Concepts mm

Core Idea	Performance Expectations
<p>Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).</p>	<ul style="list-style-type: none"> <li>• 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).</li> <li>• 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</li> <li>• 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).</li> </ul>
<p>Feedback from others and self-assessment impacts performance of movement skills and concepts.</p>	<ul style="list-style-type: none"> <li>• 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.</li> </ul>
<p>Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.</p>	<ul style="list-style-type: none"> <li>• 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.</li> <li>• 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</li> <li>• 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others</li> </ul>

### Physical Fitness

Core Idea	Performance Expectations
<p>A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).</p>	<ul style="list-style-type: none"> <li>• 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</li> <li>• 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</li> <li>• 2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).</li> </ul>

	<ul style="list-style-type: none"> <li>• 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.</li> <li>• 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.</li> </ul>
--	---

### Lifelong Fitness

Core Idea	Performance Expectations
Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.	<ul style="list-style-type: none"> <li>• 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.</li> <li>• 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</li> <li>• 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.</li> <li>• 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</li> <li>• 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities.</li> </ul>
Community resources can provide participation in physical activity for self and family members.	<ul style="list-style-type: none"> <li>• 2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.</li> <li>• 2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.</li> </ul>

### Nutrition

Core Idea	Performance Expectations
Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.	<ul style="list-style-type: none"> <li>• 2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.</li> <li>• 2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.</li> <li>• 2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.</li> <li>• 2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balanced nutrition).</li> </ul>

**FAIRFIELD TOWNSHIP SCHOOL**  
**PE Curriculum Guide Grade 6-8**  
**2.2 Physical Wellness**

<b><u>Content Area:</u></b> Physical Education	<b><u>Grade Level:</u></b> 6-8
<b><u>Standard:</u></b> 2.2 Physical Wellness	<b><u>Unit:</u></b> Movement Skills and Concepts
<b><u>Unit Summary:</u></b>	
<p>Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).</p>	
<b><u>Core Ideas:</u></b>	<b><u>Performance Expectations:</u></b>
Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).	<p>*2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).</p> <p>• 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</p> <p>• 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).</p>
Feedback from others and self-assessment impacts performance of movement skills and concepts.	*2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills
Individual and team goals are achieved when applying effective tactical strategies	*2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and

<p>in games, sports, and other physical fitness activities.</p>	<p>large teams during physical activities and games.</p> <ul style="list-style-type: none"> <li>• 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</li> <li>• 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</li> </ul>
---	---

**Exit Outcomes:** By the end of Grade 8: Effective execution of movements is determined by the level of related skills, providing the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts recreational activities).

**Essential Questions:**

- How can using movement concepts improve my performance?
- To what extent does strategy influence performance in competitive games and activities?
- How can I make movement more interesting, fun and enjoyable?
- Why do I have to demonstrate good sportsmanship and follow the sport/activity rules?

<b><u>Unit:</u></b> Movement Skills and Concepts	<b><u>Pacing:</u></b>
<b><u>Unit Objectives:</u></b>	<b><u>Performance Standards:</u></b>
<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).</li> <li>2. Demonstrate control of motion and the relationship between force, flow, time, and space in interactive dynamic environments.</li> <li>3. Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical</li> </ol>	<p>2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.3 2.2.8.MSC.4 2.2.8.MSC.5 2.2.8.MSC.6 2.2.8.MSC.7 2.2.8.PF.2 2.2.8.LF.1 2.2.8.LF.2 2.2.8.LF.3</p>

<p>activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).</p> <p>4. Analyze, correct movements, and apply to refine movement skills.</p> <p>5. Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</p> <p>6. Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</p>	<p>2.2.8.LF.4</p> <p>2.2.8.LF.5</p> <p>2.2.8.LF.6</p> <p>2.2.8.LF.7</p>
<b><u>Teaching Applications:</u></b>	
<b><u>Content/Activities:</u></b>	<b><u>Equipment/Materials:</u></b>
<ul style="list-style-type: none"> <li>● Team and Individual/Dual Sports</li> <li>● Lifetime Sports</li> <li>● Rhythms &amp; Dance</li> <li>● Cooperative Activities</li> <li>● Games Unit</li> </ul>	<ul style="list-style-type: none"> <li>● Specific equipment will be provided for each unit below.</li> </ul>

<b><u>Unit:</u> Soccer</b>	<b><u>Pacing:</u> 5 classes</b>
<b><u>Essential Questions:</u></b>	<b><u>Performance Standards:</u></b>
<ul style="list-style-type: none"> <li>● How can using movement concepts improve my performance?</li> <li>● To what extent does strategy influence performance in competitive games and activities?</li> <li>● How can I make movement more interesting, fun and enjoyable?</li> <li>● Why do I have to demonstrate good sportsmanship and follow the sport/activity rules?</li> </ul>	<p>2.2.8.MSC.1</p> <p>2.2.8.MSC.2</p> <p>2.2.8.MSC.4</p> <p>2.2.5.MSC.5</p> <p>2.2.8.MSC.6</p> <p>2.2.8.MSC.7</p> <p>2.2.8.PF.2</p> <p>2.2.8.LF.1</p> <p>2.2.8.LF.2</p> <p>2.2.8.LF.3</p> <p>2.2.8.LF.4</p> <p>2.2.8.LF.5</p> <p>2.2.8.LF.6</p> <p>2.2.8.LF.7</p>
<b><u>Content/Activities:</u></b>	<b><u>Equipment/Materials:</u></b>

<ul style="list-style-type: none"> <li>● Soccer/Foot-eye Coordination Skills Taught: <ul style="list-style-type: none"> <li>○ Footwork</li> <li>○ Dribbling</li> <li>○ Receiving &amp; trapping</li> <li>○ Passing</li> <li>○ Shooting</li> <li>○ Goalkeeping</li> <li>○ Basic defensive skills</li> <li>○ Basic offensive and defensive responsibilities</li> <li>○ Basic soccer rules and scoring</li> <li>○ Game strategies</li> </ul> </li> <li>● Activities <ul style="list-style-type: none"> <li>○ Skill practice drills &amp; activities</li> <li>○ Lead-up activities</li> <li>○ Soccer game</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Soccer balls</li> <li>● Foam soccer balls</li> <li>● Goals</li> <li>● Cones</li> <li>● Wristbands/Pinnies</li> <li>● Scoreboard</li> </ul>
--	---

<b><u>Unit:</u></b> Flag Football	<b><u>Pacing:</u></b> 5 classes
<b><u>Essential Questions:</u></b>	<b><u>Performance Standards:</u></b>
<ul style="list-style-type: none"> <li>● How can using movement concepts improve my performance?</li> <li>● To what extent does strategy influence performance in competitive games and activities?</li> <li>● How can I make movement more interesting, fun and enjoyable?</li> <li>● Why do I have to demonstrate good sportsmanship and follow the sport/activity rules?</li> </ul>	2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.4 2.2.5.MSC.5 2.2.8.MSC.6 2.2.8.MSC.7 2.2.8.PF.2 2.2.8.LF.1 2.2.8.LF.2 2.2.8.LF.3 2.2.8.LF.4 2.2.8.LF.5 2.2.8.LF.6 2.2.8.LF.7
<b><u>Content/Activities:</u></b>	<b><u>Equipment/Materials:</u></b>

<ul style="list-style-type: none"> <li>● Football Skills Taught: <ul style="list-style-type: none"> <li>○ Throwing &amp; catching skills using a football</li> <li>○ Receiver patterns</li> <li>○ Basic defensive skills</li> <li>○ Tagging and dodging skills using flag belts and flags</li> <li>○ Game knowledge</li> <li>○ Game strategies</li> </ul> </li> <li>● Activities <ul style="list-style-type: none"> <li>○ Skill practice drills &amp; activities</li> <li>○ Lead-up activities</li> <li>○ Flag football games</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Footballs</li> <li>● Colored flag belts &amp; flags</li> <li>● Cones</li> <li>● Hoops</li> <li>● Scoreboard</li> </ul>
--	---

<b><u>Unit:</u></b> Tennis	<b><u>Pacing:</u></b> 5 classes
<b><u>Essential Questions:</u></b>	<b><u>Performance Standards:</u></b>
<ul style="list-style-type: none"> <li>● How can using movement concepts improve my performance?</li> <li>● To what extent does strategy influence performance in competitive games and activities?</li> <li>● How can I make movement more interesting, fun and enjoyable?</li> <li>● Why do I have to demonstrate good sportsmanship and follow the sport/activity rules?</li> </ul>	2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.4 2.2.5.MSC.5 2.2.8.MSC.6 2.2.8.MSC.7 2.2.8.PF.2 2.2.8.LF.1 2.2.8.LF.2 2.2.8.LF.3 2.2.8.LF.4 2.2.8.LF.5 2.2.8.LF.6 2.2.8.LF.7
<b><u>Content/Activities:</u></b>	<b><u>Equipment/Materials:</u></b>
<ul style="list-style-type: none"> <li>● Skills Taught: <ul style="list-style-type: none"> <li>○ Proper Grips</li> <li>○ Forehand hand stroke</li> <li>○ Backhand stroke</li> <li>○ Serving</li> <li>○ Game knowledge</li> <li>○ Tennis scoring</li> <li>○ Game strategies</li> </ul> </li> <li>● Activities: <ul style="list-style-type: none"> <li>○ Skill practice drills &amp; activities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Woodruff Tennis Courts</li> <li>● Tennis rackets (Racks)</li> <li>● Tennis balls (Storage cage)</li> <li>● Indoor net</li> <li>● Scoreboard</li> <li>● Rubber bases</li> <li>● Whiteboard</li> </ul>

<ul style="list-style-type: none"> <li>○ Lead-Up Activity: Tennis Baseball</li> <li>○ 3 vs. 3 Play</li> </ul>	<ul style="list-style-type: none"> <li>● Colored erasable markers</li> </ul>
---	--

<b><u>Unit:</u></b> Team Handball	<b><u>Pacing:</u></b> 5 classes
<b><u>Essential Questions:</u></b>	<b><u>Performance Standards:</u></b>
<ul style="list-style-type: none"> <li>● How can using movement concepts improve my performance?</li> <li>● To what extent does strategy influence performance in competitive games and activities?</li> <li>● How can I make movement more interesting, fun and enjoyable?</li> <li>● Why do I have to demonstrate good sportsmanship and follow the sport/activity rules?</li> </ul>	2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.4 2.2.5.MSC.5 2.2.8.MSC.6 2.2.8.MSC.7 2.2.8.PF.2 2.2.8.LF.1 2.2.8.LF.2 2.2.8.LF.3 2.2.8.LF.4 2.2.8.LF.5 2.2.8.LF.6 2.2.8.LF.7
<b><u>Content/Activities:</u></b>	<b><u>Equipment/Materials:</u></b>
<ul style="list-style-type: none"> <li>● Skills Taught:               <ul style="list-style-type: none"> <li>○ Overhand throwing and catching skills</li> <li>○ Moving to get open (Changing speeds or directions, cutting, moving to open spaces).</li> <li>○ Goalkeeping skills</li> <li>○ Basic defensive skills/guarding</li> <li>○ Game knowledge</li> <li>○ Game strategies</li> </ul> </li> <li>● Activities:               <ul style="list-style-type: none"> <li>○ Skill practice drills</li> <li>○ Lead-up activities</li> <li>○ Team handball game</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Gatorskin balls</li> <li>● Indoor goals</li> <li>● Cones</li> <li>● Scoreboard</li> <li>● Wristbands/pinnies</li> </ul>

<b><u>Unit:</u></b> Basketball	<b><u>Pacing:</u></b> 5 classes
--------------------------------	---------------------------------



<b><u>Essential Questions:</u></b>	<b><u>Performance Standards:</u></b>
<ul style="list-style-type: none"> <li>● How can using movement concepts improve my performance?</li> <li>● To what extent does strategy influence performance in competitive games and activities?</li> <li>● How does my use of movement influence that of others?</li> <li>● How can I make movement more interesting, fun and enjoyable?</li> <li>● Why do I have to demonstrate good sportsmanship and follow the sport/activity rules?</li> </ul>	2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.4 2.2.5.MSC.5 2.2.8.MSC.6 2.2.8.MSC.7 2.2.8.PF.2 2.2.8.LF.1 2.2.8.LF.2 2.2.8.LF.3 2.2.8.LF.4 2.2.8.LF.5 2.2.8.LF.6 2.2.8.LF.7
<b><u>Content/Activities:</u></b>	<b><u>Equipment/Materials:</u></b>
<ul style="list-style-type: none"> <li>● Skills Taught:               <ul style="list-style-type: none"> <li>○ Footwork</li> <li>○ Dribbling &amp; Ball Handling</li> <li>○ Passing (Chest, Bounce, Overhead Passes) &amp; Catching</li> <li>○ Shooting</li> <li>○ Layup</li> <li>○ Basic Defensive Skills (Guarding)</li> <li>○ Moving to get open (Changing speeds or directions, cutting, moving to open spaces)</li> <li>○ Game knowledge</li> <li>○ Game strategies</li> </ul> </li> <li>● Activities:               <ul style="list-style-type: none"> <li>○ Skills practice drills &amp; activities</li> <li>○ Lead-Up games</li> <li>○ Basketball games</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Basketballs</li> <li>● Cones</li> <li>● Hoops</li> <li>● Flags &amp; belts</li> <li>● Basketball courts &amp; baskets</li> <li>● Pinnies/wristbands</li> <li>● Scoreboard</li> </ul>

<b><u>Unit:</u> Volleyball</b>	<b><u>Pacing:</u> 5 classes</b>
<b><u>Essential Questions:</u></b>	<b><u>Performance Standards:</u></b>
<ul style="list-style-type: none"> <li>● How can using movement concepts improve my</li> </ul>	2.2.8.MSC.1 2.2.8.MSC.2

<p>performance?</p> <ul style="list-style-type: none"> <li>● To what extent does strategy influence performance in competitive games and activities?</li> <li>● How can I make movement more interesting, fun and enjoyable?</li> <li>● Why do I have to demonstrate good sportsmanship and follow the sport/activity rules?</li> </ul>	<p>2.2.8.MSC.4 2.2.5.MSC.5 2.2.8.MSC.6 2.2.8.MSC.7 2.2.8.PF.2 2.2.8.LF.1 2.2.8.LF.2 2.2.8.LF.3 2.2.8.LF.4 2.2.8.LF.5 2.2.8.LF.6 2.2.8.LF.7</p>
<b><u>Content Activities:</u></b>	<b><u>Equipment/Materials:</u></b>
<ul style="list-style-type: none"> <li>● Skills Taught: <ul style="list-style-type: none"> <li>○ Forehand Pass (Bump)</li> <li>○ Overhead Pass (Set)</li> <li>○ Underhand and overhand serve</li> <li>○ Volleying skills</li> <li>○ Defensive skills</li> <li>○ Game knowledge</li> <li>○ Game strategies</li> </ul> </li> <li>● Activities: <ul style="list-style-type: none"> <li>○ Skill practice skills &amp; activities</li> <li>○ Lead-up activities</li> <li>○ Volleyball games</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Volleyballs</li> <li>● Balloons/beach balls</li> <li>● Volleyball net</li> <li>● Boundary markers</li> <li>● Cones</li> <li>● Hoops</li> <li>● Plastic bowling pins</li> <li>● Scoreboard</li> </ul>

<b><u>Unit:</u></b> Racket Games	<b><u>Pacing:</u></b> 5 classes
<b><u>Essential Questions:</u></b>	<b><u>Performance Standards:</u></b>
<ul style="list-style-type: none"> <li>● How can using movement concepts improve my performance?</li> <li>● To what extent does strategy influence performance in competitive games and activities?</li> <li>● How can I make movement more interesting, fun and enjoyable?</li> <li>● Why do I have to demonstrate good</li> </ul>	<p>2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.4 2.2.5.MSC.5 2.2.8.MSC.6 2.2.8.MSC.7 2.2.8.PF.2 2.2.8.LF.1 2.2.8.LF.2 2.2.8.LF.3</p>

sportsmanship and follow the sport/activity rules?	2.2.8.LF.4 2.2.8.LF.5 2.2.8.LF.6 2.2.8.LF.7
<b><u>Content/Activities:</u></b>	<b><u>Equipment / Materials:</u></b>
<ul style="list-style-type: none"> <li>● Skills Taught: <ul style="list-style-type: none"> <li>○ Proper Grip</li> <li>○ Groundstrokes</li> <li>○ Dinking</li> <li>○ Volley</li> <li>○ Lobbing</li> <li>○ Game Knowledge</li> <li>○ Game strategies</li> </ul> </li> <li>● Activities: <ul style="list-style-type: none"> <li>○ Skill practice drills</li> <li>○ 2 vs. 2 pickleball games</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Pickleball courts</li> <li>● Portable indoor nets</li> <li>● Pickleball paddles</li> <li>● Pickleball balls</li> <li>● Portable whiteboard</li> <li>● Erasable colored markers</li> <li>● Badminton rackets</li> <li>● Badminton shuttles</li> </ul>

<b><u>Unit:</u></b> Floor Hockey	<b><u>Pacing:</u></b> 5 classes
<b><u>Essential Questions:</u></b>	<b><u>Performance Standards:</u></b>
<ul style="list-style-type: none"> <li>● How can using movement concepts improve my performance?</li> <li>● To what extent does strategy influence performance in competitive games and activities?</li> <li>● How can I make movement more interesting, fun and enjoyable?</li> <li>● Why do I have to demonstrate good sportsmanship and follow the sport/activity rules?</li> </ul>	2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.4 2.2.5.MSC.5 2.2.8.MSC.6 2.2.8.MSC.7 2.2.8.PF.2 2.2.8.LF.1 2.2.8.LF.2 2.2.8.LF.3 2.2.8.LF.4 2.2.8.LF.5 2.2.8.LF.6 2.2.8.LF.7
<b><u>Content/Activities:</u></b>	<b><u>Equipment/Materials:</u></b>
<ul style="list-style-type: none"> <li>● Skills Taught: <ul style="list-style-type: none"> <li>○ Stick handling &amp; dribbling</li> <li>○ Passing &amp; receiving</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Indoor goals</li> <li>● Floor hockey sticks</li> </ul>

<ul style="list-style-type: none"> <li>○ Shooting</li> <li>○ Goalkeeping</li> <li>○ Basic defensive skills</li> <li>○ Game knowledge</li> <li>○ Game strategies</li> <li>● Activities: <ul style="list-style-type: none"> <li>○ Skill practice and drills</li> <li>○ Lead up activities</li> <li>○ 7 vs 7 hockey games</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Floor hockey balls</li> <li>● Goalie equipment</li> <li>● Wristbands/pinnies</li> <li>● Cones</li> <li>● Scoreboard</li> </ul>
---	---

<b><u>Unit:</u></b> Lifetime Sports	<b><u>Pacing:</u></b> 5 classes
<b><u>Essential Questions:</u></b>	<b><u>Performance Standards:</u></b>
<ul style="list-style-type: none"> <li>● How can using movement concepts improve my performance?</li> <li>● To what extent does strategy influence performance in competitive games and activities?</li> <li>● How can I make movement more interesting, fun and enjoyable?</li> <li>● Why do I have to demonstrate good sportsmanship and follow the sport/activity rules?</li> </ul>	2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.4 2.2.5.MSC.5 2.2.8.MSC.6 2.2.8.MSC.7 2.2.8.PF.2 2.2.8.LF.1 2.2.8.LF.2 2.2.8.LF.3 2.2.8.LF.4 2.2.8.LF.5 2.2.8.LF.6 2.2.8.LF.7
<b><u>Content/Activities:</u></b>	<b><u>Equipment/Materials:</u></b>
<ul style="list-style-type: none"> <li>● Lifetime sports included: <ul style="list-style-type: none"> <li>○ Badminton</li> <li>○ Table Tennis</li> <li>○ Spike Ball</li> <li>○ Shuffleboard</li> <li>○ Can Jam</li> <li>○ Ladderball</li> <li>○ Cornhole</li> <li>○ Bowling</li> <li>○ Jump Ropes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Table tennis tables , balls, and paddles</li> <li>● Badminton nets, shuttlecocks, and rackets</li> <li>● Spikeball</li> <li>● Cornhole courts and beag bags</li> <li>● Can jam sets</li> <li>● Shuffleboard poles</li> </ul>

<ul style="list-style-type: none"> <li>● Content/Activities: <ul style="list-style-type: none"> <li>○ Skill practice while playing each activity.</li> <li>○ Game knowledge</li> <li>○ Game strategies</li> <li>○ Station setup and rotation in small groups will be used for participation.</li> </ul> </li> </ul>	<p>and discs</p> <ul style="list-style-type: none"> <li>● Ladderball sets</li> <li>● Pins and balls</li> <li>● Hoops</li> <li>● Jump ropes</li> <li>● Floor tape</li> </ul>
---	---

<b><u>Unit:</u></b> Rhythms & Dance	<b><u>Pacing:</u></b> 5 classes
<b><u>Unit Objectives:</u></b>	<b><u>Performance Standards:</u></b>
<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Explain and demonstrate the transition of movement skills from isolated setting (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).</li> <li>2. Create and demonstrate planned movement sequences individually and with others based tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).</li> <li>3. Analyze and correct movements and apply to refine movement skills.</li> <li>4. Discuss the impact of rules, etiquette, procedures, and sportsmanship on individuals' behavior in small groups and large groups during physical activity and rhythmic activities.</li> <li>5. Explain and apply concepts of force and motion (weight transfer, power, speed, agility) to changing environments ( i.e., games, sports and</li> </ol>	<p>2.2.8.MSC.1  2.2.8.MSC.2  2.2.8.MSC.3  2.2.8.MSC.4  2.2.8.MSC.5  2.2.8.MSC.7  2.2.8.PF.2  2.2.8.LF.1  2.2.8.LF.2  2.2.8.LF.3  2.2.8.LF.4  2.2.8.LF.5  2.2.8.LF.6  2.2.8.LF.7</p>

<p>dance).</p> <p>6. Display self- expression and enjoyment when participating in dance and other rhythmic activities.</p> <p>7. Repeatedly turn and jump a short rope in time while performing different jumping skills.</p> <p>8. Repeatedly jump a long rope turned by others in time while performing different jumping skills.</p>	
---	--

<b><u>Essential Questions:</u></b>	
<ul style="list-style-type: none"> <li>● In what ways does rhythm affect movement?</li> <li>● Why do people enjoy participating in dance and other rhythmic activities?</li> <li>● Can you create a dance which incorporates various movements and movement concepts?</li> <li>● How can feedback by self or others enhance the performance of a dance and other rhythmic activities?</li> </ul>	
<b><u>Content/Activities:</u></b>	<b><u>Equipment / Materials:</u></b>
<ul style="list-style-type: none"> <li>● Skills Taught: <ul style="list-style-type: none"> <li>○ Footwork &amp; basic dance movements</li> <li>○ Formations</li> <li>○ Various locomotor and non-locomotor skills specific to individual dance.</li> <li>○ Short &amp; long jump rope skills</li> </ul> </li> <li>● Drills/Activities: <ul style="list-style-type: none"> <li>○ Line Dances</li> <li>○ Current popular dances</li> <li>○ Creative dance</li> <li>○ Short &amp; long jump rope skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Music</li> <li>● CD player/iPhone/Remote</li> <li>● Hula Hoops</li> <li>● Noodle</li> <li>● Poly spots</li> <li>● Noodle</li> <li>● Short jump ropes</li> <li>● Long jump ropes</li> </ul>

<b><u>Unit:</u></b> Cooperative Activities	<b><u>Pacing:</u></b> 5 classes
<b><u>Unit Objectives:</u></b>	<b><u>Performance Standards:</u></b>
<p>Students will:</p> <p>1. Explain and demonstrate the transition of</p>	<p>2.2.8.MSC.1</p> <p>2.2.8.MSC.3</p>

<p>movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).</p> <ol style="list-style-type: none"> <li>2. Demonstrate control of motion and the relationship between force, flow, time, and space in interactive dynamic environments.</li> <li>3. Demonstrate effective team building skills in a variety of cooperative physical challenges and activities.</li> <li>4. Determine appropriate critical thinking and decision making skills necessary in individual and collaborative activities.</li> <li>5. Analyze and correct movements and apply to refine movement skills.</li> <li>6. Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and in a safe manner to self and others.</li> <li>7. Recognize and involve others of all ability levels into a physical activity.</li> <li>8. Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</li> <li>9. Effectively manage emotions during physical activity in a safe manner to self and others.</li> </ol>	<p>2.2.8.MSC.4 2.2.8.MSC.5 2.2.8.MSC.6 2.2.8.MSC.7 2.2.8.PF.2 2.2.8.LF.1 2.2.8.LF.2 2.2.8.LF.4</p>
<p><b><u>Essential Questions:</u></b></p>	
<ul style="list-style-type: none"> <li>● What makes cooperative activities different from other games and activities?</li> <li>● What different strategies did your group use to achieve your group goal?</li> <li>● In what ways is working with a team more effective than working alone?</li> </ul>	
<p><b><u>Content/Activities:</u></b></p>	<p><b><u>Equipment / Materials:</u></b></p>
<ul style="list-style-type: none"> <li>● Skills Taught: <ul style="list-style-type: none"> <li>○ Brainstorming strategies</li> <li>○ Group communication</li> <li>○ Taking risks and trial and error</li> <li>○ Teamwork &amp; cooperation</li> <li>○ Assessing group progress</li> <li>○ Appropriate feedback</li> <li>○ Importance of various methods to achieve a group goal.</li> <li>○ Game knowledge</li> </ul> </li> <li>● Activities: <ul style="list-style-type: none"> <li>○ Various cooperative activities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Cones</li> <li>● Various equipment needed for specific cooperative activities.</li> </ul>

--	--

<b><u>Unit:</u></b> Organized Games	<b><u>Pacing:</u></b> 10 classes
<b><u>Unit Objectives:</u></b>	<b><u>Performance Standards:</u></b>
<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).</li> <li>2. Demonstrate control of motion and the relationship between force, flow, time, and space in interactive dynamic environments.</li> <li>3. Explain and apply concepts of force and motion (weight transfer, power, speed, agility) to changing environments ( i.e., games, sports and dance)</li> <li>4. Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</li> <li>5. Analyze, and correct movements and apply to refine movement skills.</li> <li>6. Demonstrate rules and procedures that promote sportsman-like behaviors, participation, and safety during team activities and games.</li> <li>7. Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</li> <li>8. Demonstrate interest, enjoyment, and other positive attitudes towards participating in various types of games and physical activities.</li> </ol>	<p>2.2.8.MSC.1  2.2.8.MSC.2  2.2.8.MSC.4  2.2.8.MSC.5  2.2.8.MSC.6  2.2.8.MSC.7  2.2.8.PF.2  2.2.8.LF.1  2.2.8.LF.2  2.2.8.LF.3  2.2.8.LF.4  2.2.8.LF.6  2.2.8.LF.7</p>

<b><u>Essential Questions:</u></b>	<b><u>Equipment/Materials:</u></b>
<ol style="list-style-type: none"> <li>1. What various skills did you use and practice in</li> </ol>	<ul style="list-style-type: none"> <li>● Scooters</li> </ul>



<p>today's game?</p> <ol style="list-style-type: none"> <li>2. Why is teamwork necessary for team success?</li> <li>3. What ways did you demonstrate good sportsmanship while playing the game?</li> <li>4. What strategies did your group use to achieve the various cooperative activities?</li> </ol>	<ul style="list-style-type: none"> <li>● Various types of balls</li> <li>● Cones</li> <li>● Bases</li> <li>● Scooters</li> <li>● Hoops</li> <li>● Batons</li> <li>● Plastic pins</li> <li>● Floor mats</li> <li>● Wiffle ball bat &amp; ball</li> </ul>
--	---

**Organized Games (May include, but not be limited to:)**

- Pinball
- Medic
- Matball
- Corner Ball
- Wacky Wiffle Ball
- Crazy Kickball
- Relay Races
- Cooperative Activities
- Fitness Games
- Tag Games
- Instant Activities

**Teaching Strategies:**

- Explanation
- Demonstration
- Small/large group discussion
- Question and answer
- Self/peer assessment

**Unit Assessment Opportunities:**

- Teacher observation
- Class preparation
- Participation in class activities
- Appropriate social behaviors and attitudes (e.g., following class directions and procedures, interacting positively with other students, demonstrating good sportsmanship).
- Unit test
- Self/peer assessments
- Skill assessments (Rubrics)

**Differentiation Strategies/Modifications (i.e., ESL, Special Education, Gifted and Talented)::**

- Partner/Small groups
- 1 to 1 instruction and assistance (instructor or classroom aide)
- Peer assistance
- Provide students with a progression of skills which provide differentiation in difficulty.
- Enable students performing at a higher level of performance to work together in small group situations.
- Modify the size and types of equipment used to meet the needs of the learner.
- Vary distance and size of targets.
- Modify activity rules to meet the needs of the learner.
- Provide brief and concrete directions
- Provide immediate feedback.
- Repeat, clarify, or reword directions.

**Connecting with Academic Areas:**

**English/Language Arts/Literacy**

**Mathematics**

\* Keeping score during activities and games.

**X Sciences**

force to improve one's

\* Use of biomechanical principles to generate and control movement effectiveness.

**Social Studies**

\* Origin of sports  
\* Games from various cultures

**Other Special Areas (Art, Music, Computers, LEE/Library)**

**Connecting with Technology Standards:**

- Laptop computer
- SMART Board
- Canvas platform
- Gym sound system
- Internet websites

**Connecting with 21st Century Life & Career Options:**

By the end of grade 8:

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2). 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

**Unit Resources: (*Related books, websites, reference materials, etc.*)**

- Dynamic Physical Education for Elementary School Children (17th ed.). Robert P. Pangrazi, Aaron Beighle (2013).
- P.E Teacher's Skill by Skill Activities Program: Success Oriented Sports experiences for Grades K-8. Lowell F. Turner, Susan Lilliman Turner (1989).
- Games to Keep Kids Moving: P.E. Activities to Promote Participation, Self-Esteem and Fun for Grades 3-8. Bob Dieden (1995).
- Essentials of Team Building: Principles and Practices (1st ed.). Daniel M. Midura, Donald R. Glover (2005).
- The Sports Rules Book: Essential Rules, Terms, and Procedures for 54 Sports (3rd ed.) Human Kinetics (2009).
- PE4life: Developing and Promoting Quality Physical Education. Human Kinetics (2005).
- Station Games: Fun and Imaginative PE Lessons. Maggie C. Burk (2002).
- The First Six Minutes! The Original "Start-Up Guide" for K-12 Physical Education. Hal Cramer (2011).
- 101 Fun Warm-up and Cool-Down Games, John Byl (2004).
- Strategies for Inclusion: A Handbook for Physical Educators. Lauren J. Lieberman; Cathy Houston-Wilson (2002).
- Promoting Fitness: Practical Ideas, Activities, and Games for Enhancing Your Physical Education Program. Karen Medon (2009).

[www.nj.gov/education/aps/cccs/chpe/](http://www.nj.gov/education/aps/cccs/chpe/)

[www.aahperd.org](http://www.aahperd.org)

[www.heart.org](http://www.heart.org)

[www.pecentral.org](http://www.pecentral.org)

[www.shapeamerica.org](http://www.shapeamerica.org)

## Curriculum Guide

<b><u>Content Area:</u></b> Physical Education	<b><u>Grade Level:</u></b> 6-8
<b><u>Standard:</u></b> 2.2 Physical Wellness	<b><u>Unit:</u></b> Physical Fitness
<b><u>Unit Summary:</u></b>	
Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.	
<b><u>Core Ideas:</u></b>	<b><u>Performance Expectations:</u></b>
A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T.))	<ul style="list-style-type: none"><li>*2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</li><li>• 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</li><li>• 2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).</li><li>• 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.</li><li>• 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.</li></ul>
<b><u>Exit Outcomes:</u></b> By the end of Grade 8: A variety of effective fitness principles applied consistently over time, enhance	

personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (FITT)).

**Teaching Applications:**

<b><u>Unit:</u></b> Physical Fitness	<b><u>Pacing:</u></b> On-going throughout the year during Physical Education Program
<b><u>Unit Objectives:</u></b>	<b><u>Performance Standards:</u></b>
Students will: <ol style="list-style-type: none"><li>1. Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</li><li>2. Recognize and involve others of all ability levels into a physical activity.</li><li>3. Discuss the purpose of using the FITT principle for a workout/training plan and identify each of its training components.</li><li>4. Utilize the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).</li><li>5. Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.</li><li>6. Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.</li></ol>	2.2.8.PF.1 2.2.8.PF.2 2.2.8.PF.3 2.2.8.PF.4 2.2.8.PF.5
<b><u>Essential Questions:</u></b>	
<ul style="list-style-type: none"><li>• How can I set challenging fitness goals that help me stay committed to wellness?</li></ul>	

- Why is it even harder to stay healthy and physically fit?
- How is use of the FITT principle beneficial when developing a training program?

<u>Content/Activities:</u>	<u>Equipment / Materials:</u>
<ul style="list-style-type: none"> <li>● Why is it important to be physically active? Name physical, mental, social, and emotional effects of being physically active.</li> <li>● Warm-Up Activities: <ul style="list-style-type: none"> <li>○ Introduce the importance and benefits of warming up one's body and muscles properly before physical activity.</li> <li>○ Class Warm-Up: Dynamic movements, stretches, and exercises <ul style="list-style-type: none"> <li>■ Identify muscles involved for various stretches and exercises.</li> <li>■ Discuss areas of health-related fitness included, such as flexibility, muscular strength, and muscular endurance.</li> <li>■ Demonstrate proper body mechanics for each movement.</li> </ul> </li> <li>○ Instant Activities:</li> </ul> </li> <li>● Cross-Training Activities:</li> <li>● Cardiorespiratory Endurance Activities (Walking, jogging)</li> <li>● Upper Body &amp; Abdominal Strength Activities:</li> <li>● FitnessGram:</li> <li>● How to calculate one's target heart rate.</li> <li>● Fitness Games:</li> <li>● Fitness Stations (Short Jump Ropes, speed ladder, curl-ups, push-ups, medicine balls, dynabands, etc)</li> <li>● Organized Games: (Tag games, Developmental skill games which involve moderate-vigorous physical activity)</li> <li>● Sport and Lead-Up Activities: (Developmental skill games which involve moderate-vigorous physical activity)</li> <li>● FITT Principle: <ul style="list-style-type: none"> <li>○ What is the FITT principle used for?</li> <li>○ Identify and define the four components of the FITT principle (Frequency, Intensity, Time, and Type of</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Stopwatch</li> <li>● Cones</li> <li>● CD player</li> <li>● Music</li> <li>● Jump ropes</li> <li>● Medicine balls</li> <li>● Dynabands</li> </ul>

<p>activity).</p> <ul style="list-style-type: none"> <li>○ Provide examples of how to use the FITT principle when developing a workout/training program.</li> <li>○ Have students plan and develop a workout program using the FITT principle. Allow students to use various technology equipment in assessing their exercise intensity level.</li> <li>○ Have students assess their workout program by using health/fitness indicators.</li> </ul>	
---	--

<b><u>Unit:</u></b> FitnessGram	<b><u>Pacing:</u></b> 5 classes
<b><u>Unit Objectives:</u></b>	<b><u>Performance Standards:</u></b>
<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Become familiar with the purpose of FitnessGram.</li> <li>2. Perform the various fitness tests to assess their level of health-related fitness for each fitness test.</li> <li>3. Identify the area of health-related fitness for each fitness test.</li> <li>4. Name ways in which you can improve each area of health-related fitness.</li> <li>5. Assess their performance for each fitness test in relation to established gender and age scores for good health (Healthy Fitness Zone).</li> <li>6. Develop a short term and/or long-term health related fitness goal to evaluate personal health.</li> <li>7. Accept and respect others of all skill levels and abilities while participating in physical activity.</li> </ol>	<p>2.2.8.PF.1  2.2.8.PF.2  2.2.5.PF.4  2.2.8.LF. 1  2.2.8.LF.4  2.2.8.LF.5  2.2.8.MSC.1  2.2.8.MSC.2  2.2.8.MSC.4</p>
<b><u>Content/Activities:</u></b>	<b><u>Equipment / Materials:</u></b>
<ul style="list-style-type: none"> <li>● Introduce the FitnessGram and its purpose.</li> <li>● For each test: <ul style="list-style-type: none"> <li>○ Introduce the fitness test and area of health-related fitness assessed.</li> <li>○ Define the component of health-related fitness tested. Name ways in which you can improve each area.</li> <li>○ Demonstrate the test and rules for proper</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● FitnessGram Wall Signs with Healthy Fitness Zone scoring.</li> <li>● V Sit &amp; reach board</li> <li>● Floor mats</li> <li>● FitnessGram CD</li> <li>● CD player/Remote</li> </ul>



<p>execution.</p> <ul style="list-style-type: none"> <li>○ Have students complete the fitness test and score properly.</li> <li>○ Read established scores for achieving the “Healthy Fitness Zone” for students to assess their level of fitness.</li> <li>● FitnessGram Assessments: <ul style="list-style-type: none"> <li>○ Sit-and-Reach</li> <li>○ PACER test</li> <li>○ Curl-Up</li> <li>○ Trunk Lift</li> <li>○ Flexed Arm Hang</li> </ul> </li> </ul>	<p>control</p> <ul style="list-style-type: none"> <li>● Cones</li> <li>● Curl-Up mats</li> <li>● Rulers</li> <li>● Pull-up bar</li> <li>● Stop watch</li> <li>● Clipboards</li> <li>● Class assessment sheets for PACER and Curl-Up tests.</li> </ul>
---	---

**Teaching Strategies:**

- Explanation
- Demonstrate students performing at a higher level of performance to work together in small group situations.
- Small/large group discussion
- Question and answer
- Self/peer assessment

**Unit Assessment Opportunities:**

- Teacher observation
- Class preparation
- Participation in class activities
- Appropriate social behaviors and attitudes (e.g., following class directions and procedures, interacting positively with others, demonstrating good sportsmanship).
- Unit test
- Self/peer assessments
- Skill assessments (Rubrics)

**Differentiation Strategies/Modifications (i.e., ESL, Special Education, Gifted and Talented):**

- Partner/Small groups
- 1 to 1 instruction and assistance (instructor or classroom aide)
- Peer assistance
- Provide students with a progression of skills which provide differentiation in difficulty.
- Enable students performing at a higher level of performance to work together in small group situations.
- Modify the size and types of equipment used to meet the needs of the learner.
- Vary distance and size of targets.
- Modify activity rules to meet the needs of the learner.
- Provide brief and concrete directions
- Provide immediate feedback.
- Repeat, clarify, or reword directions.

**Connecting with Academic Areas:**

**English/Language Arts/Literacy**

**X Mathematics**

\* Calculating one's target heart rate for a workout.

**X Sciences**

systems)

\* Body systems (Muscular, circulatory, and respiratory

**Social Studies**

**Other Special Areas (Art, Music, Computers, LEE/Library)**

**Connecting with Technology Standards:**

- Laptop computer
- SMART Board
- Canvas platform
- Gym sound system
- Internet websites

**Connecting with 21st Century Life & Career Options:**

By the end of grade 8:

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

**Unit Resources: (*Related books, websites, reference materials, etc.*)**

- FitnessGram & ActivityGram Test Administration Manual (4th ed.). The Cooper Institute, Marilu D. Meredith, Gregory J. Welk (2010).
- P.E Teacher's Skill by Skill Activities Program: Success Oriented Sports experiences for Grades K-8. Lowell Turner, Susan Lilliman Turner (1989).
- Games to Keep Kids Moving: P.E. Activities to Promote Participation, Self-Esteem and Fun for Grades 3-8. Bob Dieden (1995).
- Essentials of Team Building: Principles and Practices (1st ed.). Daniel M. Midura, Donald R. Glover (2005).
- The Sports Rules Book: Essential Rules, Terms, and Procedures for 54 Sports (3rd ed.) Human Kinetics (2009).
- PE4life: Developing and Promoting Quality Physical Education. Human Kinetics (2005).
- Station Games: Fun and Imaginative PE Lessons. Maggie C. Burk (2002).
- The First Six Minutes! The Original "Start-Up Guide" for K-12 Physical Education. Hal Cramer (2011).
- 101 Fun Warm-up and Cool-Down Games, John Byl (2004).
- Strategies for Inclusion: A Handbook for Physical Educators. Lauren J. Lieberman, Cathy Houston-Wilson (2002).

[www.nj.gov/education/aps/cccs/chpe/](http://www.nj.gov/education/aps/cccs/chpe/)

[www.aahperd.org](http://www.aahperd.org)

[www.heart.org](http://www.heart.org)

[www.pecentral.org](http://www.pecentral.org)

[www.shapeamerica.org](http://www.shapeamerica.org)

## Curriculum Guide

<b><u>Content Area:</u></b> Physical Education	<b><u>Grade Level:</u></b> 6-8
<b><u>Standard:</u></b> 2.2 Physical Wellness	<b><u>Unit:</u></b> Lifelong Fitness
<b><u>Unit Summary:</u></b>	
<p>Lifelong Fitness requires making fitness a part of a person’s daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn’t focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.</p>	
<b><u>Core Ideas:</u></b>	<b><u>Performance Expectations:</u></b>
<p>Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.</p>	<ul style="list-style-type: none"> <li>• 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.</li> <li>• 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one’s lifetime.</li> <li>• 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.</li> <li>• 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</li> <li>• 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, and endurance-fitness activities) using technology and cross-training, and lifetime activities.</li> </ul>
<p>Community resources can provide participation in physical activity for self and family members.</p>	<p>*2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.</p>

	<ul style="list-style-type: none"> <li>• 2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions</li> </ul>
--	---

<p><b>Exit Outcomes:</b> By the end of Grade 8:</p> <ul style="list-style-type: none"> <li>• Effective fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.</li> <li>• Community resources can provide participation in physical activity for self and family members.</li> </ul>
---

<b><u>Essential Questions:</u></b>
------------------------------------

<ul style="list-style-type: none"> <li>• Why is it important to stay physically active during your lifetime?</li> <li>• What physical activities do you enjoy playing to have fun?</li> <li>• How can I incorporate exercises and games learned in Physical Education into my daily life experiences?</li> <li>• How does improving my fitness benefit me throughout my life?</li> </ul>
--

<b><u>Unit:</u></b>	<b><u>Pacing:</u></b> On-going throughout the year in Physical Education Program
---------------------	--

<b><u>Unit Objectives:</u></b>	<b><u>Performance Standards:</u></b>
--------------------------------	--------------------------------------

<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.</li> <li>2. Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</li> <li>3. Explore by leading self and others to experience and participate in different cultures' physical fitness activities.</li> <li>4. Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</li> <li>5. Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.</li> <li>6. Describe how community resources could be used to support participation in a variety of</li> </ol>	<p>2.2.8.LF.1 2.2.8.LF.2 2.2.8.LF.3 2.2.8.LF.4 2.2.8.LF.5 2.2.8.LF.6</p>
--	--

physical activities, sports and wellness.	
---	--

<b><u>Essential Questions:</u></b>	
------------------------------------	--

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>● Why is it important to stay physically active during your lifetime?</li> <li>● What physical activities do you enjoy playing to have fun?</li> <li>● How can I incorporate exercises and games learned in Physical Education into my daily life experiences?</li> <li>● How does improving my fitness benefit me throughout my life?</li> </ul> |  |
|--|--|

<b><u>Content/Activities:</u></b>	<b><u>Equipment / Materials:</u></b>
-----------------------------------	--------------------------------------

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>● What are lifetime fitness activities? Why are lifetime fitness activities an important part of your life?</li> <li>● Examples of Lifetime Fitness Activities in Physical Education:             <ul style="list-style-type: none"> <li>○ Various stretches (Quad stretch, butterfly, arm circles)</li> <li>○ Bodyweight exercises (Curl-ups.push-ups, jumping jacks, planks)</li> <li>○ Cardiorespiratory movements (Walking, jogging, running)</li> <li>○ Exercise Disciplines (Yoga, dance, cross-training)</li> <li>○ Sport Units: With the goal of students gaining an interest and positive experience through participation and play in various sport skills and games, students will develop a lifetime interest in participating in these sports.</li> </ul> </li> <li>● Lifetime Sports Unit:</li> <li>● For 2.2.5.PF.5, physical education teachers will keep students/parents informed of community youth sport sign-ups/opportunities and special events related to physical activity via announcements and handouts.</li> </ul> | <ul style="list-style-type: none"> <li>● Mats</li> <li>● CD Player/Music</li> <li>● Various sport, fitness, and recreational equipment.</li> </ul> |
|---|--|

<b><u>Unit:</u></b> Lifetime Sports	<b><u>Pacing:</u></b> 5 classes
-------------------------------------	---------------------------------

<b><u>Essential Questions:</u></b>	<b><u>Performance Standards:</u></b>
------------------------------------	--------------------------------------

<ul style="list-style-type: none"> <li>● How can using movement concepts improve my performance?</li> <li>● To what extent does strategy influence performance in competitive games and activities?</li> <li>● How can I incorporate exercises and games learned in Physical Education into my daily life experiences?</li> <li>● How can I make movement more interesting, fun and enjoyable?</li> <li>● Why do I have to demonstrate good sportsmanship and follow the sport/activity rules?</li> </ul>	<p>2.2.8.MSC.1  2.2.8.MSC.2  2.2.8.MSC.4  2.2.5.MSC.5  2.2.8.MSC.6  2.2.8.MSC.7  2.2.8.PF.2  2.2.8.LF.1  2.2.8.LF.2  2.2.8.LF.3  2.2.8.LF.4  2.2.8.LF.5  2.2.8.LF.6  2.2.8.LF.7</p>
<p><b><u>Content/Activities:</u></b></p>	<p><b><u>Equipment/Materials:</u></b></p>
<ul style="list-style-type: none"> <li>● Lifetime sports included: <ul style="list-style-type: none"> <li>○ Badminton</li> <li>○ Table Tennis</li> <li>○ Spike Ball</li> <li>○ Shuffleboard</li> <li>○ Can Jam</li> <li>○ Ladderball</li> <li>○ Cornhole</li> <li>○ Bowling</li> <li>○ Jump Ropes</li> </ul> </li> <li>● Content/Activities: <ul style="list-style-type: none"> <li>○ Skill practice while playing each activity.</li> <li>○ Game knowledge</li> <li>○ Game strategies</li> <li>○ Station setup and rotation in small groups will be used for participation.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Table tennis tables , balls, and paddles</li> <li>● Badminton nets, shuttlecocks, and rackets</li> <li>● Spikeball</li> <li>● Cornhole courts and beag bags</li> <li>● Can jam sets</li> <li>● Shuffleboard poles and discs</li> <li>● Ladderball sets</li> <li>● Pins and balls</li> <li>● Hoops</li> <li>● Jump ropes</li> <li>● Floor tape</li> </ul>

**Teaching Strategies:**

- Explanation
- Demonstration
- Small/large group discussion
- Question and answer
- Self/peer assessment

**Unit Assessment Opportunities:**

- Teacher observation
- Class preparation
- Participation in class activities
- Appropriate social behaviors and attitudes (e.g., following class directions and procedures, interacting positively with others, demonstrating good sportsmanship).
- Unit test
- Self/peer assessments
- Skill assessments (Rubrics)

**Differentiation Strategies/Modifications (i.e., ESL, Special Education, Gifted and Talented):**

- Partner/Small groups
- 1 to 1 instruction and assistance (instructor or classroom aide)
- Peer assistance
- Provide students with a progression of skills which provide differentiation in difficulty.
- Enable students performing at a higher level of performance to work together in small group situations.
- Modify the size and types of equipment used to meet the needs of the learner.
- Vary distance and size of targets.
- Modify activity rules to meet the needs of the learner.
- Provide brief and concrete directions
- Provide immediate feedback.
- Repeat, clarify, or reword directions.

**Connecting with Technology Standards:**

- Laptop computer
- SMART Board
- Canvas platform
- Gym sound system
- Internet websites

**Connecting with Academic Areas:**

  X   **English/Language Arts/Literacy**  
broaden their

\* Exposing students to various words to  
vocabulary.

**Mathematics**



**Sciences**

**Social Studies**

**Other Special Areas (Art, Music, Computers, LEE/Library)**

**Connecting with 21st Century Life & Career Options:**

By the end of grade 8:

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest..

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

**Unit Resources: (*Related books, websites, reference materials, etc.*)**

- FitnessGram & ActivityGram Test Administration Manual (4th ed.). The Cooper Institute, Marilu D. Meredith, Gregory J. Welk (2010).
- P.E Teacher's Skill by Skill Activities Program: Success Oriented Sports experiences for Grades K-8. Lowell Turner; Susan Lilliman Turner (1989).
- Games to Keep Kids Moving: P.E. Activities to Promote Participation, Self-Esteem and Fun for Grades 3-8. Bob Dieden (1995).
- Essentials of Team Building: Principles and Practices (1st ed.). Daniel M. Midura; Donald R. Glover (2005).
- The Sports Rules Book: Essential Rules, Terms, and Procedures for 54 Sports (3rd ed.) Human Kinetics (2009).
- PE4life: Developing and Promoting Quality Physical Education. Human Kinetics (2005).
- Station Games: Fun and Imaginative PE Lessons. Maggie C. Burk (2002).
- The First Six Minutes! The Original "Start-Up Guide" for K-12 Physical Education. Hal Cramer (2011).
- 101 Fun Warm-up and Cool-Down Games, John Byl (2004).
- Strategies for Inclusion: A Handbook for Physical Educators. Lauren J. Lieberman, Cathy Houston-Wilson (2002).

[www.nj.gov/education/aps/cccs/chpe/](http://www.nj.gov/education/aps/cccs/chpe/)

[www.aahperd.org](http://www.aahperd.org)

[www.heart.org](http://www.heart.org)

[www.pecentral.org](http://www.pecentral.org)

[www.shapeamerica.org](http://www.shapeamerica.org)

**Curriculum Guide**

<b><u>Content Area:</u></b> Physical Education	<b><u>Grade Level:</u></b> 6-8
<b><u>Standard:</u></b> 2.2.Physical Wellness	<b><u>Unit:</u></b> Nutrition

**Unit Summary:**

Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.

<b><u>Core Ideas:</u></b>	<b><u>Performance Expectations:</u></b>
Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.	*2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits. • 2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights. • 2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans. • 2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balanced nutrition).
<b><u>Exit Outcomes:</u></b> By the end of Grade 8: *Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.	

<b><u>Teaching Applications:</u></b>	
<b><u>Unit:</u></b> Nutrition	<b><u>Pacing:</u></b> 5 classes
<b><u>Unit Objectives:</u></b>	<b><u>Performance Standards:</u></b>
Students will: 1. Analyze how culture, health status, age and access to healthy foods can influence personal	2.2.8.N.1 2.2.8.N.2 2.2.8.N.3

<p>eating habits.</p> <ol style="list-style-type: none"> <li>2. Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.</li> <li>3. Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.</li> <li>4. Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balanced nutrition).</li> </ol>	<p>2.2.8.N.4</p>
<p><b><u>Essential Questions:</u></b></p>	
<ul style="list-style-type: none"> <li>● What factors influence personal eating factors?</li> <li>● What are healthy ways for losing, gaining, and maintaining healthy weights?</li> <li>● How are nutritional plans for families from different dynamics similar and different?</li> <li>● What is the value of using sport drinks and supplements to improve one' s health and performance?</li> </ul>	
<p><b><u>Content/Activities:</u></b></p>	<p><b><u>Equipment/Materials:</u></b></p>
<ul style="list-style-type: none"> <li>● Journal writings</li> <li>● Read aloud</li> <li>● Note taking</li> <li>● Small group work</li> <li>● Videos/DVDs</li> <li>● Question and answer</li> <li>● Class discussion</li> <li>● Class projects</li> <li>● Guest speakers from community resources (i.e., nurse, nutritionist)</li> <li>● Class games</li> </ul>	<ul style="list-style-type: none"> <li>● Textbook</li> <li>● Handouts</li> <li>● Internet</li> <li>● DVDs</li> </ul>

**Teaching Strategies:**

- Explanation
- Demonstration
- Question and answer
- Small/large group discussion
- Self/peer assessment

**Unit Assessment Opportunities:**

- Teacher observation
- Unit test
- Teacher-made worksheets for post-activity assessment
- Class projects
- Quizzes

**Differentiation Strategies/Modifications (i.e., ESL, Special Education, Gifted and Talented):**

- Partner/Small groups
- 1 to 1 instruction and assistance (instructor or classroom aide)
- Peer assistance
- Simplify activity directions to promote student success.
- Open-ended activities
- Use brief and concrete directions.
- Provide immediate feedback.
- Repeat, clarify or reword directions.
- Use short manageable tasks.
- Allow extra time for assigned tasks.
- Develop a communication system between home and school.

**Connecting with Technology Standards:**

- Laptop computer
- SMART Board
- Canvas platform
- Videos
- DVDs
- Internet websites

**Connecting with Academic Areas:**

       **English/Language Arts/Literacy**

  X   **Mathematics**

\* Calorie counting.

  X   **Sciences**

\* Body systems

       **Social Studies**

       **Other Special Areas (Art, Music, Computers, LEE/Library)**

**Connecting with 21st Century Life & Career Options:**

By the end of grade 8:

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.

9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1). 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

**Unit Resources: (Related books, websites, reference materials, etc.)**

- Teen Health: McGraw Glencoe (2009).
- Health Skills for Wellness: Prentice Hall (1994).
- Strategies for Inclusion: A Handbook for Physical Educators. Lauren J. Lieberman; Cathy Houston-Wilson (2002)
- PE4life: Developing and Promoting Quality Physical Education. Human Kinetics (2005).

[www.nj.gov/education/aps/cccs/chpe/](http://www.nj.gov/education/aps/cccs/chpe/)

[www.aahperd.org](http://www.aahperd.org)

[www.heart.org](http://www.heart.org)

[www.pecentral.org](http://www.pecentral.org)

[www.shapeamerica.or](http://www.shapeamerica.or)

## [New Jersey Student Learning Standards](#)

### [Comprehensive Health and Physical Education](#)

The New Jersey Student Learning Standards (NJSLS) are reviewed and revised every five years. The 2020 NJSLS in [Comprehensive Health and Physical Education](#) were adopted by the State Board of Education on June 3, 2020. Districts are required to implement by September 2022. The [2020 New Jersey Student Learning Standards webpage](#) provides links to the 2020 NJSLS and information regarding curriculum implementation dates.

The state requires that all students participate in a comprehensive, sequential health and physical education program that emphasizes the natural interdisciplinary connection among wellness, health and physical education. The standards provide a blueprint for curriculum development, instruction and assessment for effective health and physical education programs. The primary focus of the standards is on the development of knowledge and skills that influence life-long healthy behaviors within the context of self, family, school and the local and global communities. The 2014 revised standards incorporate the current thinking and best practices found in health and physical education documents published by national content-specific organizations.

### [2014 New Jersey Student Learning Standards – Comprehensive Health and Physical Education](#)

#### **Summary of Revisions to the 2014 New Jersey Student Learning Standards for Comprehensive Health and Physical Education**

There were minor changes made to the 2014 standards. Changes to the standards included adding the following terms in the glossary: overload principle, progressive principle, principle of specificity, health, wellness, rhythm and health data. Newly passed legislation, *N.J.S.A. 18A: 35-4.23a* describing Dating Violence education grades 7-12, was added to the legislation section. One additional revision to the introduction of the document was an addition to the existing definition of 21st century skills by the Partnership of 21st Century Skills. The phrase "Understanding national and international public health and safety issues" was added to the existing definition.

### **New Jersey Legislative Statutes**

#### **Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections**

District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge,

technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.

1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c)).

**Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).**

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

The 2020 NJSLS-CHPE continue to incorporate New Jersey Legislative Statutes related to the health and well-being of students in New Jersey public schools, including those enacted from 2019:

**Consent (N.J.S.A. 18A:35)**

Requires age-appropriate instruction in grades six through 12 on the law and meaning of consent for physical contact and sexual activity as part of the district’s implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall be designed to increase discussion and awareness that consent is required before physical contact or sexual activity, as well as the social, emotional, and relational impact surrounding sexuality, the right to say no to unwanted physical contact or sexual activity, and the virtues of respecting the right of others to say no.

**Mental Health (N.J.S.A. 18A:35-4.39)**

A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district’s implementation of the



New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services.

**New Jersey Safe Haven Infant Protection Act (N.J.S.A. 18A:35-4.40 & 18A:35-4.41)**

The Department of Education shall review the New Jersey Student Learning Standards for Comprehensive Health and Physical Education to ensure that information on the provisions of the "New Jersey Safe Haven Infant Protection Act," P.L.2000, c.58 (C.30:4C-15.5 et seq.) shall be included therein to public school students in grades 9 through 12.

**Sexting (N.J.S.A. 18A:35-4.33)**

A Board of education shall include instruction on the social, emotional, and legal consequences of distributing and soliciting sexually explicit images through electronic means once during middle school in an appropriate place in the curriculum as part as of the school district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The Commissioner of Education shall provide school districts with age-appropriate sample learning activities and resources designed to implement this requirement.

**Sexual abuse and assault awareness and prevention education (N.J.S.A 18A:35-4.5a.)**

Requires each school district shall incorporate age-appropriate sexual abuse and assault awareness and prevention education in grades preschool through 12 as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The Commissioner of Education, in consultation with the Department of Children and Families, the New Jersey Coalition Against Sexual Assault, Prevent Child Abuse New Jersey, the New Jersey Children's Alliance, and other entities with relevant expertise, shall provide school districts with age-appropriate sample learning activities and resources.

**New Jersey Legislative Statutes Summary (Legislation enacted prior to 2014)**

*Accident and Fire Prevention (N.J.S.A. 18A:6-2)*

Requires instruction in accident and fire prevention. Regular courses of instruction in accident prevention and fire prevention shall be given in every public and private school in this state. Instruction shall be adapted to the understanding of students at different grade levels.

***Breast Self-Examination (N.J.S.A. 18A:35-5.4)***

Requires instruction on breast self-examination. Each board of education which operates an educational program for students in grades 7 through 12 shall offer instruction in breast self-examination. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample activities that may be used to support implementation of the instructional requirement.

***Bullying Prevention Programs (N.J.S.A. 18A:37- 17)***

Requires the establishment of bullying prevention programs. Schools and school districts are encouraged to establish bullying prevention programs and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement, and community members. To the extent funds are appropriated for these purposes, a school district shall: (1) provide training on the school district's harassment, intimidation, or bullying policies to school employees and volunteers who have significant contact with students; and (2) develop a process for discussing the district's harassment, intimidation, or bullying policy with students. Information regarding the school district policy against harassment, intimidation, or bullying shall be incorporated into a school's employee training program.

***CPR/ AED Instruction (N.J.S.A. 18A:35-4.28-4.29)***

Requires public high schools to provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student prior to graduation.

***Cancer Awareness (N.J.S.A. 18A:40-33)***

Requires the development of a school program on cancer awareness.

***Dating Violence Education (N.J.S.A. 18A: 35-4.23a)***

Requires instruction regarding dating violence in grades 7 through 12. Each school district shall incorporate dating violence education that is age appropriate into the health education curriculum as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education for students in grades 7 through 12. The dating violence education shall include, but not be limited to, information on the definition of dating violence, recognizing dating violence warning signs, and the characteristics of healthy relationships.

Domestic Violence Education (N.J.S.A. 18A:35-4.23) Allows instruction on problems related to domestic violence and child abuse. A board of education may include instruction on the problems of domestic violence and child abuse in an appropriate place in the curriculum of elementary school, middle school, and high school pupils. The instruction shall enable pupils to understand the psychology and dynamics of family violence, dating violence, and child abuse; the relationship of alcohol and drug use to such violence and abuse; and the relationship of animal cruelty to such violence and abuse; and to learn methods of nonviolent problem-solving.

***Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)*** Requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines. Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.

***Gang Violence Prevention (18A:35-4.26)***

Requires instruction in gang violence prevention for elementary school students. Each board of education that operates an educational program for elementary school students shall offer instruction in gang violence prevention and in ways to avoid membership in gangs. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample materials that may be used to support implementation of the instructional requirement.

***Lyme Disease Prevention (N.J.S.A. 18A:35-5.1)*** Requires the development of Lyme disease curriculum guidelines. The guidelines shall emphasize disease prevention and sensitivity for victims of the disease. The Commissioner of Education shall periodically review and update the guidelines to ensure that the curriculum reflects the most current information available.

***Organ Donation (N.J.S.A. 18A:7F-4.3)***

Requires information relative to organ donation to be given to students in grades 9 through 12. The goals of the instruction shall be to:

- Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.
- Fully address myths and misunderstandings regarding organ and tissue donation.
- Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one's behalf.
- Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker. The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey

Motor Vehicle Commission will not issue or renew a New Jersey driver's license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4).

***Sexual Assault Prevention (N.J.S.A. 18A:35-4.3)***

Requires the development of a sexual assault prevention education program. The Department of Education in consultation with the advisory committee shall develop and establish guidelines for the teaching of sexual assault prevention techniques for utilization by local school districts in the establishment of a sexual assault prevention education program. Such program shall be adapted to the age and understanding of the pupils and shall be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject.

***Stress Abstinence (N.J.S.A. 18A:35-4.19-20)***

Also known as the "AIDS Prevention Act of 1999," requires sex education programs to stress abstinence. Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of "sex education," "family life education," "family health education," "health education," "family living," "health," "self-esteem," or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

***Suicide Prevention (N.J.S.A. 18A: 6-111)***

Requires instruction in suicide prevention in public schools. Instruction in suicide prevention shall be provided as part of any continuing education that public-school teaching staff members must complete to maintain their certification; and inclusion of suicide prevention awareness shall be included in the Core Curriculum Content Standards in Comprehensive Health and Physical Education.

*Time devoted to course in Health, Safety and Physical Education (N.J.S.A. 18A: 35-5)*

**N.J.S.A.18A: 35-5** requires each board of education shall conduct as a part of the instruction in the public schools' courses in health, safety and physical education, which courses shall be adapted to the ages and capabilities of the pupils in the several grades and departments. To promote the aims of these courses any additional requirements or

rules as to medical inspection of school children may be imposed. Every pupil, except kindergarten pupils, attending the public schools, insofar as he is physically fit and capable of doing so, as determined by the medical inspector, shall take such courses, which shall be a part of the curriculum prescribed for the several grades, and the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil in connection therewith shall form a part of the requirements for promotion or graduation (N.J.S.A. 18A: 35-7). The time devoted to such courses shall aggregate at least two and one-half hours in each school week, or proportionately less when holidays fall within the week (N.J.S.A. 18A: 35-8).

*Legislation that can apply to all content areas*

**Amistad Law N.J.S.A. 18A 52:16A-88**

Every board of education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law (N.J.S.A. 18A:35-28)**

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

**LGBT and Disabilities Law (N.J.S.A. 18A:35-4.35)**

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards. N.J.S.A.18A:35-4.36 A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

State of New Jersey Education Department. (2020). *2020 New Jersey Student Learning Standards-Comprehensive*

*Health and Physical Education*. Online:

[https://www.nj.gov/education/standards/chp/Docs/2020\\_NJSLS-CHPE.pdf](https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE.pdf).

**New Jersey Student Learning Standards**  
**Comprehensive Health and Physical Education**

**Glossary**

Balance involves keeping the different dimensions of wellness equal or in correct proportions.

Character refers to the mental and moral qualities distinctive to an individual.

Cisgender means a person whose gender assigned at birth (sometimes referred to as sex assigned at birth) matches their gender identity. For instance, if a person was assigned female at birth, and self-identifies as a woman or girl, that person is cisgender.

Consent involves the use of words or overt actions by a person who is legally or functionally competent to give informed approval, indicating a freely given agreement to have sexual intercourse or sexual contact.

Coping Skills refers to cognitive and behavioral strategies that people use to deal with stressful situations or difficult demands, whether they are internal or external.

Dating violence includes controlling, abusive, and/or aggressive behavior within the context of a romantic and/or sexual relationship. It can include verbal, physical, sexual, emotional, economic, and/or psychological abuse, be perpetrated against someone of any gender, and happen in any relationship regardless of sexual orientation.

Domestic violence describes a pattern of abusive behavior in a relationship by one individual to gain or maintain control over another individual, if those individuals live in the same domestic setting. This may include verbal, physical, sexual, emotional, economic, and/or psychological abuse as well as control, intimidation, threats and/or stalking. It can happen to individuals who are married, living together, dating, or sexual or intimate partners, as well as to children and other family members, regardless of socio-economic background, race, age, sexual orientation, religion, gender, or gender identity.

Family structure describes the manner in which members of a family are interrelated and linked through blood, affinity, or co-residence. Family structures are diverse and can include but are not limited to biological parents, single parents, same-gender

parents, adoptive parents, grandparent-headed households, stepparents, and foster parents. Families can be created in a number of ways, which include but are not limited to adoption, birth (including those resulting from assisted reproductive technology), and marriage.

FITT stands for the basic philosophy of what is necessary to gain a training effect from an exercise program. New Jersey Department of Education June 2020 62 The FITT acronym represents:

- Frequency – How often a person exercises
- Intensity – How hard a person exercises
- Time – How long a person exercises
- Type – What type of activity a person does when exercising

Additional training principles:

- Overload principle Is a training method designed of greater intensity (weight, time) than the participant is accustomed to.
- Progressive principle Is a training method that uses an optimal level of overload for an optimal amount of time. A gradual increase in overload over time will lead to increased wellness benefits.
- Specificity principle Is a training method used to produce a desired adaptation or training outcome for a specific body part or component of the body.

Gay is an umbrella term that means a person who is emotionally, spiritually, physically, and/or sexually attracted to those of the same gender.

Gender means a person's sex-related or gender-related characteristics, including one's gender identity, and has the same legal meaning as "sex."

Gender Assigned at Birth means the gender that someone was thought to be at birth, typically recorded on their original birth certificate. The gender someone was assigned at birth may or may not match their gender identity.

Gender Binary means a social system that constructs gender according to two discrete and opposing categories — male or female.

Gender Expression means a person's gender-related appearance and behavior, whether or not stereotypically associated with the person's assigned gender at birth. It is the manner in which a person represents or expresses their gender to others, such as through their behavior, clothing, hairstyles, activities, voice or mannerisms.

Gender Identity means a person's internal, deeply held knowledge of their own gender, regardless of the gender they were assigned at birth. All people have a gender identity, not just transgender people.

Gender Nonconforming means a person whose gender expression does not conform to traditional gender expectations. Not all gender nonconforming people identify as transgender.

Health Is the overall condition of one being free from disease, illness, and injury.

Gender Transition means a process during which a person begins to live according to their gender identity, rather than the gender they were thought to be at birth. Gender transition looks different for every person. Possible steps in a gender transition may or may not include changing one's New Jersey Department of Education June 2020 63 clothing, appearance, and name, and in some cases, changing identification documents or undergoing medical treatments. The steps each person takes depends on their individual needs and access to resources. Intersex means a person whose sex characteristics may not fit medical definitions of male and female. These characteristics may include, but are not necessarily limited to, internal reproductive organs, external genitalia, and sex chromosomes.

Health Data is data that may be comprised of height/weight, BMI, diet, nutrition, health conditions, and physical activity that may be used to help improve a student's mental, physical and social wellness.

Health Literacy is the ability of individuals to obtain, process, and understand basic health information and services needed to make appropriate health decisions. (Shape America, 2017)

Health-related fitness incorporates the five major components of fitness related to improved health:

1. Cardio-respiratory endurance is the ability of the blood vessels, heart, and lungs to take in, transport, and utilize oxygen. This is a critically important component of fitness because it impacts other components of fitness and decreases the risk of cardiovascular diseases.
2. Muscular strength is the maximum amount of force a muscle or muscle group can exert.
3. Muscular endurance is the length of time a muscle or muscle group can exert force prior to fatigue.
4. Flexibility refers to the range of motion in the joints.
5. Body composition shows the amount of fat versus lean mass (bone, muscle, connective tissue, and fluids). While some fat is essential for insulation and providing energy, too much fat can cause serious health problems.

HIV (Human Immunodeficiency Virus) is a virus that, if left untreated, can weaken a person's immune system so that the person cannot fight off many everyday infections. HIV can be transmitted through exposure to the blood, semen, vaginal fluid, or breast



milk of a person living with HIV. HIV medicine (called antiretroviral therapy or ART) can make the viral load of the person living with HIV so low that a test cannot detect it (called an undetectable viral load). When “undetectable status” is achieved and sustained, HIV becomes untransmittable. HIV, if left untreated, may lead to AIDS.

Injuries which are classified as intentional injuries arise from purposeful action (e.g., violence and suicide). Whereas, unintentional injuries are injuries arising from unintentional events (e.g., motor vehicle crashes and fires).

Lesbian means a person who identifies as a woman or girl and is emotionally, spiritually, physically, and/or sexually attracted primarily to members of the same gender.

LGBTQI is an acronym that stands for lesbian, gay, bisexual, transgender, questioning and intersex. The Q may also stand for queer.

Movement skills encompass locomotor, non-locomotor, and manipulative movement:

1. Locomotor movement occurs when an individual moves from one place to another or projects the body upward (e.g., walking, jumping, skipping, galloping, hopping, leaping, jumping, sliding, running).
2. Non-locomotor movement occurs when an individual moves in self-space without appreciable movement from place to place (e.g., twisting, bending, stretching, curling).
3. Manipulative movement occurs when an individual controls a variety of objects with different body parts (e.g., throwing, catching, kicking, striking, dribbling, volleying).

Non-Binary is a term that is often used by people whose gender is not exclusively male or female, including those who identify with a gender other than male or female, with more than one gender, or with no gender at all. People whose gender is neither male nor female may use other terms to describe themselves, such as gender fluid, agender, bigender, or gender expansive.

Queer is a term that, while once pejorative, is increasingly used by members of the LGBTQI community as a broad umbrella under which sexual and gender minorities may identify.

Questioning is a term some people use when they are in the process of exploring their sexual orientation or gender identity.

PEP (Post-Exposure Prophylaxis) refers to a medication prescribed to a person who has been potentially exposed to HIV that may prevent them from acquiring the virus. Treatment must be taken within 72 hours.

Personal assets refer to individual strengths and weaknesses regarding personal growth.

PrEP (Pre-Exposure Prophylaxis) refers to the daily medication that people who are HIV negative and at high risk for HIV may take to prevent acquiring the virus.

Protective factors refer to the skills, strengths, and resources that help individuals deal more effectively with stressful situations.

Resiliency is the ability to overcome the negative effects of risk exposure.

Sexuality refers to the components of a person that include their biological sex, sexual orientation, gender identity, sexual practices, sexual fantasies, attitudes and values related to sex. Sexuality describes how one experiences and expresses one's self as a sexual being. It begins to develop at birth and continues over the course of one's lifetime.

Sexual Orientation means a person's romantic or sexual attraction to people of another and/or the same gender. Common terms used to describe sexual orientation include, but are not limited to, straight, lesbian, gay, bisexual, and asexual. Sexual orientation and gender identity are different: gender identity refers to one's internal knowledge of their gender, while sexual orientation refers to whom one is attracted to.

Sexually transmitted infection (STI), also known as sexually transmitted disease (STD), is an illness that has a significant probability of transmission between humans or animals by means of sexual contact, including vaginal intercourse, oral sex, and anal sex.

Skill-related fitness refers to components of physical fitness that contribute to the ability to successfully participate in sports:

1. Agility is the ability to rapidly and accurately change the direction of the whole body while moving in space.
2. Balance is the ability to maintain equilibrium while stationary or moving.
3. Coordination is the ability to use the senses and body parts in order to perform motor tasks smoothly and accurately.
4. Power is the amount of force a muscle can exert over time.
5. Reaction time is the ability to respond quickly to stimuli.
6. Speed is the amount of time it takes the body to perform specific tasks while moving.

Traffic safety system refers to the concept of traffic (moving people safely and efficiently), the specific components of the traffic safety system (e.g., laws, safety, signs, travel modes, routes, and responsibilities), and the people who are part of the traffic

safety system (e.g., walkers, bicyclists, police, and automobile, bus, and train operators).

Transgender is an umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the gender they were assigned at birth. Being transgender does not imply any specific sexual orientation. Therefore, transgender people may identify as straight, gay, lesbian, bisexual, etc. This term is an adjective. Using this term as a verb (i.e., transgendered) or noun (i.e., transgenders) is offensive and should be avoided.

Transgender Man is a term for a transgender person who identifies as a man.

Transgender Woman is a term for a transgender person who identifies as a woman.

Wellness is a positive state of well-being in which a person makes decisions that lead to a healthy and physically active lifestyle. This includes an understanding of the healthy mind, body, and spirit.

State of New Jersey Education Department. (2020). *2020 New Jersey Student Learning Standards-Comprehensive Health and Physical Education*. Online: [https://www.nj.gov/education/standards/chp/Docs/2020\\_NJSLS-CHPE.pdf](https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE.pdf).

## 2.3 Safety by the End of Grade 8

### Personal Safety

Core Idea	Performance Expectations
Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.	2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).
Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.	<ul style="list-style-type: none"> <li>• 2.3.8.PS2: Define sexual consent and sexual agency.</li> <li>• 2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).</li> <li>• 2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.</li> </ul>

	<ul style="list-style-type: none"> <li>• 2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).</li> </ul>
Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships	<ul style="list-style-type: none"> <li>• 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).</li> <li>• 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).</li> </ul>

### Health Conditions, Diseases and Medicines

Core Idea	Performance Expectations
Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.	<ul style="list-style-type: none"> <li>• 2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.</li> <li>• 2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.</li> <li>• 2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).</li> <li>• 2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).</li> <li>• 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission</li> </ul>
The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.	<ul style="list-style-type: none"> <li>• 2.3.8.HCDM.6: Explain how the immune system fights disease.</li> <li>• 2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use, promote health-enhancing behaviors.</li> </ul>

### Alcohol, Tobacco and other Drugs

Core Idea	Performance Expectations
The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in	<ul style="list-style-type: none"> <li>• 2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.</li> </ul>

<p>social, emotional, and physical harm to oneself and others.</p>	<ul style="list-style-type: none"> <li>• 2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.</li> <li>• 2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.</li> <li>• 2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.</li> <li>• 2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.</li> </ul>
--	---

### **Dependency, Substances Disorder and Treatment**

<b>Core Idea</b>	<b>Performance Expectations</b>
<p>A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.</p>	<ul style="list-style-type: none"> <li>• 2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.</li> <li>• 2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.</li> </ul>
<p>The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families</p>	<ul style="list-style-type: none"> <li>• 2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual’s social, emotional, and physical well-being.</li> <li>• 2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.</li> <li>• 2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.</li> </ul>

## **NJ CORE CURRICULUM CONTENT STANDARDS FOR HEALTH AND PHYSICAL EDUCATION**

Standard 2.1 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

- A. Personal Growth and Development
- B. Nutrition
- C. Diseases and Health Conditions
- D. Safety
- E. Social and Emotional Health

Standard 2.2 (Integrated Skills) All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

- A. Interpersonal Communication
- B. Decision-Making and Goal Setting
- C. Character Development
- D. Advocacy and Service
- E. Health Services and Information

Standard 2.3 (Drugs and Medicines) All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

- A. Medicines
- B. Alcohol, Tobacco, and Other Drugs
- C. Dependency/Addiction and Treatment

Standard 2.4 (Human Relationships and Sexuality) All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

- A. Relationships
- B. Sexuality
- C. Pregnancy and Parenting

Standard 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

- A. Movement and Skill Concepts
- B. Strategy
- C. Sportsmanship, Rules and Safety

Standard 2.6 (Fitness) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

- A. Fitness and Physical Activity

## **Health Education**

### **Mission Statement**

The mission of the Fairfield Township School District is to provide intermediate level students with a comprehensive knowledge of core health-related topics that encourages critical thinking and develop life skills such as decision making, stress management, communication, and goal setting. Students will receive health education/family life instruction in areas of: nutrition, mental health, self esteem, drugs and medicines, alcohol and tobacco, human relationships, reproductive health, sexuality, safety and injury prevention. Our comprehensive school health curriculum offers age appropriate and culturally-sensitive curriculum helping students to develop the knowledge, attitudes, skills and behaviors to adopt a healthy enhancing lifestyle.

### **Learning Outcomes:**

- Students will develop the knowledge needed to make healthy decisions
- Students will devise conflict resolution strategies that will prohibit confrontations
- Students will develop realistic short-term and long-term goals for their future
- Students will discover methods to prevent communicable and non-communicable disease
- Students will understand their physical growth and development as adolescents
- Students will discover how human life begins and the process of pregnancy and birth
- Students will understand the consequences that lie after the decisions they make

## **Grade 6 Health Curriculum**

### **Objectives:**

The students will:

#### **Wellness**

6-1. Compare and contrast common mental illnesses such as depression and anxiety while finding ways to detect and treat them. (2.1.6.C.3)

6-2. Discuss ways to resolve school and community conflict, violence, harassment, discrimination and bullying. (2.1.6.E.2)

#### **Safety and First Aid Prevention**

6-3. Recognize home emergency situations and explain how one could safely help the situation. (2.1.6.D.4)

6-4. Recognize that a cooperative effort is necessary in keeping a safe home environment. (2.1.6.D.4)

6-5. Discuss safety rules for the beach, pool, boating, biking and skateboarding. (2.1.6.D.1)

6-6. Discuss the necessary precautions to be taken during electrical storms, snow storms, hurricanes, tornados, earthquakes and tsunamis. (2.1.6.D.1)

#### **Communicable/Non-Communicable Disease**

6-7. Discuss the meaning of communicable and non-communicable disease. (2.1.6.C.1)(2.1.6.C.2)

6-8. Define immunization, vaccine and antibiotic. (2.1.6.C.1)(2.1.6.C.2)

6-9. Describe how the body defends itself against disease. (2.1.6.C.1)(2.1.6.C.2)

6-10. Discover the effects of disease stemming from natural disasters such as tsunamis, flooding, hurricanes, earthquakes and tornados. (2.1.6.C.1)(2.1.6.C.2)



## **HIV/AIDS**

- 6-11. Explain the differences between HIV and AIDS. (2.4.6.B.3)
  - 6-12. Identify the ways HIV is transmitted from person to person. (2.3.6.B.7)
  - 6-13. Explain the phrase “casual contact” and why HIV cannot be transmitted this way. (2.4.6.B.3)
  - 6-14. Discuss the social emotional factors relating to HIV/AIDS. (2.4.6.B.3)
- Identify the role of the immune system in fighting the AIDS virus. (2.4.6.B.3)

## **Nutrition and Diet**

- 6-15. Determine factors that influence food choices and eating patterns. (2.1.6.B.1)
- 6-16. Summarize the benefits and risks associated with nutritional choices, based on eating patterns. (2.1.6.B.2)
- 6-17. Compare and contrast nutritional information on similar food products in order to make informed choices. (2.1.6.B.4)

## **Fitness**

- 6-18. Relate physical activity, healthy eating and body composition to personal fitness and health. (2.6.6.A.5)
- 6-19. Identify the four main components of physical fitness. (2.6.6.A.5)

## **Decision Making/Goal Setting**

6-20. Demonstrate verbal and non-verbal communication in various settings that impact the health of oneself and others. (2.2.6.A.1)

6-21. Demonstrate use of refusal, negotiations, and assertiveness skills in different situations. (2.2.6.A.2)

6-22. Demonstrate successful resolution of a problem among friends and in other relationships. (2.4.6.A.4)

6-23. Explain how character and core ethical values can be useful in addressing challenging situations. (2.2.6.C.1)

6-24. Predict situations that may challenge an individual's core ethical values. (2.2.6.C.2)

6-25. Explain the importance of having short-term and long-term goals. (2.2.6.B.4)

6-26. Explain how set goals can be reached through the goal setting process. (2.2.6.B.4)

## **Hygiene**

6-27. Determine factors that influence the purchase of healthcare products and use of personal hygiene practices. (2.1.6.A.3)

6-28. Discuss how to take proper care of oneself including hair, teeth, gums, skin, eyes etc. (2.1.6.A.3)

## **Grade 7 Health Curriculum**

### **Objectives:**

The students will:

### **Tobacco**

- 7-1. Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents. (2.3.8.B.1)
- 7-2. Analyze the effects of all types of tobacco use on the aging process. (2.3.8.B.3)
- 7-3. Compare and contrast smoking laws in New Jersey with other states. (2.3.8.B.4)
- 7-4. Describe the effects of tobacco use on various parts of the human body. (2.3.8.B.5)
- 7-5. List and describe the harmful substances contained in tobacco smoke. (2.3.8.B.5)
- 7-6. Discover the dangers when using smokeless tobacco. (2.3.8.B.5)
- 7-7. Understand the dangers of second-hand smoke, especially in young children. (2.3.8.B.5)
- 7-8. Describe the immediate and long-term effects of tobacco products on the human body. (2.3.8.B.3)
- 7-9. Predict the financial consequences of the use of tobacco. (2.3.8.B.2)
- 7-10. Practice strategies for refusing offers of tobacco products. (2.3.8.C.2)

### **Alcohol**

- 7-11. List the different types of alcohol (methyl, ethanol, isopropyl). (2.3.8.B.1)
- 7-12. Explain Blood-Alcohol Content (BAC) or Blood-Alcohol Level (BAL) and its relation to the amount of alcohol one consumes. (2.3.8.B.5)
- 7-13. Practice strategies for refusing offers of alcohol products. (2.3.8.B.1)
- 7-14. Discover short-term and long-term effects of alcohol use on the human body. (2.3.8.B.5)
- 7-15. List people and places that can help a person with an alcohol related problem. (2.3.8.C.2)

- 7-16. Identify and describe the withdrawal symptoms an alcoholic may experience. (2.3.8.B.1)
- 7-17. Define alcoholism and identify the two main causes of alcoholism (heredity and environment). (2.3.8.C.1)
- 7-18. Describe the social issues that may be faced by a person who abuses alcohol. (2.3.8.B.1)
- 7-19. Explain how one's alcohol abuse can affect families, friends and communities. (2.3.8.B.1)

### **Prescription/Over-the-Counter Medicine**

- 7-20. Define medicine, prescription medicine and over-the-counter medicine. (2.3.8.A.1)
- 7-21. Describe the different types of medicines and their purpose on the human body. (2.3.8.A.1)
- 7-22. Discuss how one can avoid misusing medicine. (2.3.8.A.1)
- 7-23. Interpret the instructions on a medicine label correctly. (2.3.8.A.1)
- 7-24. Differentiate between prescription medicine and over-the-counter medicine. (2.3.8.A.1)
- 7-25. Explain the difference between generic and brand name medicines. (2.3.8.A.1)
- 7-26. Explain the various ways in which medicine can be used and the relative speeds they will act on the human body. (2.3.8.A.1)
- 7-27. Define side-effects of medicine and list various examples of side-effects on the human body. (2.3.8.A.1)

### **Illicit Drugs**

- 7-28. List and define the categories of illicit drugs. (2.3.8.B.1)(2.3.8.B.5)
- 7-29. Describe the effects of stimulants, depressants, narcotics, inhalants, cannabis, club drugs and hallucinogens on the human body. (2.3.8.B.1)(2.3.8.B.5)
- 7-30. Discover the effect of illicit drugs on the embryo/fetus. (2.3.8.B.6)
- 7-31. Practice strategies for refusing illicit drug offers. (2.3.8.B.1)(2.3.8.B.5)
- 7-32. Differentiate between emotional and physical dependence on drugs. (2.3.8.B.1)
- 7-33. List and describe the symptoms of withdrawal from illicit drugs. (2.3.8.B.1)(2.3.8.B.5)

7-34. Explain how one's illicit drug dependence can affect families, friends and communities. (2.3.8.B.1)(2.3.8.B.5)

**Decision Making/Goal Setting**

7-35. Distinguish between positive and negative peer pressure. (2.2.8.A.2)

7-36. Predict social situations that require the use of decision making skills. (2.2.8.B.1)

7-37. Justify when individual or collaborative decision making is appropriate. (2.2.8.B.2)

7-38. Analyze factors that support or hinder the achievement of personal health goals during different life stages. (2.2.8.B.3)

## **Grade 8 Health Curriculum**

### **Objectives:**

The students will:

### **Sexuality**

8-1. Differentiate between sex and sexuality. (2.4.8.B.5)

8-2. Analyze sexual messages, images and stereotypes presented in the media and discuss their impact on sexual behavior. (2.4.8.B.5)

8-3. Discuss the term self-concept/self-esteem and identify support groups surrounding them. (2.4.8.B.5)

8-4. Identify the major factors that affect one's sexuality. (2.4.8.B.5)

### **Contraception**

8-5. List and describe the various contraceptive methods in the prevention of pregnancy. (2.4.8.B.3)

8-6. Compare and contrast the methods of contraception used by adolescents and factors that may influence their use. (2.4.8.B.3)

8-7. Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active. (2.4.8.B.2)

### **Pregnancy and Birth**

8-8. Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy. (2.4.8.C.1)

8-9. Explain fertilization, prenatal stages of development, and the stages of labor. (2.4.8.C.2)

8-10. Predict short-term and long-term impacts of teenage pregnancy. (2.4.8.C.4)

8-11. Analyze statistics about the impact of teen pregnancy on the teen mother, teen father, and the baby. (2.4.8.C.4)

8-12. Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth. (2.4.8.C.5)

8-13. Relate the use of alcohol and other drugs to decision making and the risk for sexual assault, pregnancy and STI's. (2.3.8.B.6)

### **Sexually Transmitted Infections**

8-14. Identify signs, symptoms and treatments for common STI's. (2.1.8.C.1)

8-15. Discover the effects that STI's have on one's physical and mental/emotional health. (2.1.8.C.1)

8-16. Evaluate emerging methods to diagnose and treat health conditions including STI's, breast cancer and testicular cancer. (2.1.8.C.1)

### **Decision Making/Character Building**

8-17. Predict social situations that may require the use of decision-making skills. (2.2.8.B.1)

8-18. Discuss the effect of character and values on one's ability to make positive decisions. (2.2.8.C.1)

8-19. Summarize certain behaviors which places one at greater risk for STI's and unintended pregnancies. (2.4.8.B.4)

8-20. Relate the use of alcohol and other drugs to decision making and the risk for sexual assault, pregnancy and STI's. (2.3.8.B.6)

### **Alcohol and Other Drugs**

8-21. Summarize certain behaviors which places one at greater risk for STI's and unintended pregnancies. (2.4.8.B.4)

8-22. Relate the use of alcohol and other drugs to decision making and the risk for sexual assault, pregnancy and STI's. (2.3.8.B.6)

### **Reproductive Systems**

8-23. Identify and define the structures of reproductive systems. (2.4.8.B.1)

8-24. Discover the structure and functions of the reproductive systems. (2.4.8.B.1)

### **Puberty**

8-25. Identify and list multiple physical and emotional changes that occur during puberty in both males and females. (2.4.8.B.1)

8-26. Analyze the influence of hormones and the environment on the physical, social and emotional changes that occur during puberty. (2.4.8.B.1)

### **Dating and Relationships**

8-27. Differentiate between affection, love, commitment and sexual attraction. (2.4.8.A.4)

8-28. Determine when a relationship is unhealthy and explain effective strategies to end the relationship. (2.4.8.A.5)

8-29. Develop acceptable criteria for safe dating situations, such as setting limits, or only dating someone of the same age. (2.4.8.A.6)

8-30. Describe how various cultures date and select life partners. (2.2.8.A.1)

### **Endocrine System**

8-31. Identify the major glands of the endocrine system and their basic functions. (2.4.8.B.1)

### **Sexual Harassment and Assault Prevention**

8-32. Relate the use of alcohol and other drugs to decision making and the risk for sexual assault, pregnancy and STI's. (2.3.8.B.6)

8-33. Define sexual harassment, site examples and describe the consequences that stem from sexual harassment. (2.1.8.E.2)



8-34. Discuss bullying, site examples and devise strategies to stop bullying situations. (2.1.8.D.2)

### **Internet Resources for Grades 6-8**

[www.pecentral.org](http://www.pecentral.org)

[www.youtube.com](http://www.youtube.com)

[www.edpuzzle.com](http://www.edpuzzle.com)

[www.njahperd.org](http://www.njahperd.org)

[www.aahperd.org](http://www.aahperd.org)

[www.cdc.gov](http://www.cdc.gov)

[www.kidshealth.org](http://www.kidshealth.org)

[www.healthteacher.com](http://www.healthteacher.com)

<https://www.scholastic.com/youthvapingrisks/index.html>

[www.theteacherscorner.net](http://www.theteacherscorner.net)

<http://ginaotto.com/healthandpe.html>

[www.sites4teachers.com](http://www.sites4teachers.com)

[www.internet4classrooms.com](http://www.internet4classrooms.com)

[www.stayteen.org](http://www.stayteen.org)

[www.sexetc.org](http://www.sexetc.org)

<http://kidshealth.org/>

[www.learntobehealthy.org](http://www.learntobehealthy.org)

### **Community/Guest Speakers:**

Cumberland County TEEN CAP

### **Text Books:**

Glencoe Teen Health(Mary H. Bronson, Ph.D., Michael J. Cleary, Ed.D., Betty M. Hubbard,Ed.D.,)  
Prentice Hall Human Sexuality(Carol Bershad, Deborah S. Haber, Prentice-Hall, Inc)

## **Physical Education Mission Statement**

The mission of the Fairfield Township School District is to provide intermediate level students with a quality physical education program, introducing students to a variety of activities throughout the year that will encourage enjoyment of physical activity. We strive to provide students with the skills, knowledge and confidence that will enable them to become a lifelong physically active person. We want the students to understand the importance of physical activity in maintaining a healthy lifestyle and the lifetime benefits of health and wellness. Our goal is to keep students active, engaged and feeling successful while emphasizing kindness, cooperation and respect for one another.

## **GOALS**

Students will discover the components of fitness and how they contribute to wellness  
Students will value teamwork, cooperation and sportsmanship in all activities  
Students will understand the importance of physical activity  
Students will demonstrate skills in a variety of team and individual sports  
Students will understand basic rules and concepts of team and individual sports  
Students will participate in various recreational activities, team/individual sports and fitness activities  
Students will discover that recreational activities, team/individual sports and fitness activities can result in life-long wellness

## **GRADES 6-8**

### **INTERMEDIATE UNIT DESCRIPTIONS**

**Basketball** – Skills, drills and lead up games are taught. Inter-class competition is part of this unit.

**Development Activities** – This will consist of activities such as warm-ups and warm-downs. Also included will be basic balancing and rotational skills along with circuit training. These activities will help improve cardiovascular efficiency as well as develop body awareness.

**Field and Floor Hockey** – Similar in some aspects to street hockey, this game involves stamina and a competitive spirit. All skills will be taught.

**Flag Football** – This is a minimum contact sport. Emphasis will be placed on skills, rules and team play.

**Physical Fitness** – These classes are required throughout this program of physical wellness. The classes include conditioning for cardiovascular efficiency, as well as general muscular efficiency. Various apparatus are utilized.

**Soccer/Speedball** – Rules of the activity and fundamental skills will be taught through drill activities leading to competitive inter-class tournament play.

**Softball/Wiffle Ball** – Opportunities for developing the skills of throwing, fielding, catching, batting and base running will be presented, leading to competitive team play.

**Track and Field** – The beginning of the unit will be occupied with track events. Field events will then be taught.

**Volleyball** – The physical skills of the game will be developed through skill, drills and skill testing, leading to inter-class competition.

**Ping Pong/Pickleball** – Emphasis will be placed on rules, fundamental skills and team play.

**Badminton** – The skills of the game will be taught through drill work. Inter-class competition is part of the program.

**Frisbee** – Catching and throwing skills leading to inter-class competition.

**Lacrosse** – Cradling, throwing and catching skills will be taught. Lead up games will then be taught.

**Bowling** – Scoring, teamwork/social skills are taught during this unit.

**Olympics** – A variety of games and activities with an Olympic “theme” are played. Students are placed into different countries in which they compete for gold, silver and bronze medals.

## **GRADE 6 CURRICULUM**

### **Recreational Activities**

#### **Objectives:**

The students will:

- 6-1. Demonstrate sportsmanship and show respect for persons of all different skill levels. (2.5.6.C.1)
- 6-2. Demonstrate and respect the decisions made by game officials, whether they are students, teachers or officials outside the school. (2.5.6.C.1)
- 6-3. Participate in activities for a sustained period of time to increase stamina. (2.5.6.A.3)
- 6-4. Demonstrate awareness of safety issues while participating in recreational activities. (2.5.6.C.2)

#### **Sample Activities: (Descriptions are on the Resources Page in the back of the Curriculum)**

Tseg Ball  
Jump Rope  
Dragon Tails  
Horseshoes  
Relay Races  
Kickball  
Kickball/Basketball  
Mat Ball or Poison Ball  
Pin Guard  
Frisbee  
Obstacle Course  
Noodle Hockey  
Parachutes  
Cup Stacking  
Juggling (Scarves)  
Hula Hoops  
Wii Dance  
Tae Bo  
Step Aerobics  
Pillow Polo  
Scooters  
Tug of War  
Shuffleboard  
Golf (putting)  
Chasing and Fleeing Activities

Ping Pong  
Bowling

## **Basketball**

### **Objectives:**

The students will:

6-5. State the basic rules and regulations of basketball. (2.5.6.C.2)(2.5.6.C.3)

6-6. Demonstrate their basic fundamental basketball skills of shooting, dribbling and passing. (2.5.6.A.1)

6-7. Demonstrate learned basketball skills in a game play setting.  
(2.5.6.A.1)(2.5.6.B.1)(2.5.6.C.1)(2.5.6.C.2)

6-8. Demonstrate sportsmanship and cooperation with peers while participating in activities.  
(2.5.6.C.1)

6.9 Demonstrate awareness of safety issues while participating in basketball activities.  
(2.5.6.C.2)

### **Sample Activities:**

1. Review drills, relays and lead-up games of previously learned skills.

Examples of lead up games include:

- Line basketball
- Shuttle basketball
- Basketball circuit
- Kickball/Basketball
- Knockout
- Pirate basketball
- 3 on 3 mini game

2. Instruction and Practice (defensive stance, basic defense and offensive strategy)

3. Participate in modified games and regulation games after reviewing all rules, regulations and lead up activities.

## **Flag Football**

### **Objectives:**

The students will:

- 6-10. Refine previously introduced football skills and developed passing, catching, kicking and offensive/defensive strategies. (2.5.6.A.1)
- 6-11. Demonstrate knowledge of flag football rules and team play. (2.5.6.C.2)
- 6-12. Develop muscular strength, agility and hand-eye coordination while participating in football activities. (2.5.6.A1)(2.5.6.A.2)
- 6-13. Demonstrate awareness of safety issues while participating in football activities. (2.5.6.C.2)

### **Sample Activities:**

1. Review all previously learned skills and techniques
2. Introduce:
  - Simple formations and plays
  - Game rules
  - Scoring
  - Field markings (playing field and end zones)
  - Kick off positioning of players
3. Play modified flag football games (**Allow students to participate in various positions**)
  - Steal the Bacon
  - Interception
  - Line/Sideline Football
  - Ultimate Football
  - 7 on 7 mini game

## Floor Hockey/Field Hockey

### Objectives:

The students will:

6-14. Improve their hand-eye coordination. (2.5.6.A.1)

6-15. Develop weight bearing, agility, balance, quickness skills. (2.5.6.A.2)

6-16. Develop an understanding of the basic rules of floor/field hockey. (2.5.6.C.2)

6-17. Demonstrate awareness of safety issues while participating in floor hockey/field hockey. (2.5.6.C.2)

### Sample Activities:

1. Review basic skills of:

- Stick handling
- Playing puck of hockey ball
- Passing
- Shooting

2. Positioning

- Forwards
- Center
- Defense
- Goalie
- Formation

3. Discuss and learn the basic rules and terminology of hockey

4. Participate in modified games or organized game settings. (**Allow students to participate in various positions**)

## **Soccer**

### **Objectives:**

The students will:

- 6-18. Develop more proficient foot-eye coordination. (2.5.6.A.1)
- 6-19. Demonstrate the fundamental skills of passing, trapping, dribbling, shooting. (2.5.6.A.1)
- 6-19. Develop awareness when participating in team play. (2.5.6.C.1)
- 6-20. Develop cardiovascular efficiency. (2.6.6.C.2)
- 6-21. Develop knowledge of the rules and terminology in the game of soccer. (2.5.6.C.2)
- 6-22. Demonstrate awareness of safety issues while participating in soccer activities. (2.5.6.C.2)

### **Sample Activities:**

1. Teach and review through demonstrations and drills all previously learned soccer drills
  - Kicking
  - Passing
  - Dribbling
  - Trapping (knee and foot)
2. Introduce skills necessary for throw ins
3. Review player positioning, game rules and terminology
4. Play modified soccer games
  - Line/Sideline soccer
  - Crab soccer/Scooter Soccer
  - Soccer bowling



## Softball/ Wiffle Ball

### Objectives:

The students will:

6-23. Improve on fundamental softball/wiffle ball skills such as catching, fielding, throwing, batting and base running. (2.5.6.A.1)

6-24. Demonstrate sportsmanship and cooperation with peers during softball/wiffle ball activities. (2.5.6.C.1)

6-25. Develop an understanding of the game and its use as a life-long activity. (2.5.6.C.1)(2.5.6.C.2)

6-26. Develop basic knowledge of the rules and terminology in the game of softball/wiffle ball. (2.5.6.C.2)

6-27. Demonstrate awareness of safety issues while participating in softball/wiffle ball activities. (2.5.6.C.2)

### Sample Activities:

1. Review through drills, relays and lead up games of all previously learned skills.
  - Throwing
  - Fielding
  - Catching
  - Batting
  - Base running
2. Participate in team games or lead up games (**provide an opportunity for students to experience all positions**)
  - Run Down
  - Base running game
  - Organized softball game (with explanation of outs, innings, strikes and balls)

## Lacrosse

### Objectives:

The students will:

6-28. State the rules of lacrosse. (2.5.6.C.2)

6-29. Perform lacrosse skills in order to participate in a game setting. (2.5.6.A.1)

6-30. Develop hand-eye coordination. (2.5.6.A.1)

6-31. Demonstrate teamwork and sportsmanship during lacrosse activities. (2.5.6.C.1)

6-32. Demonstrate awareness of safety issues while participating in lacrosse activities.  
(2.5.6.C.2)

### Sample Activities:

1. Demonstrate and teach skills of:

- Stick handling
- Throwing
- Catching
- Cradling
- Scooping
- Safety issues
- Rules and terminology

## **Volleyball**

### **Objectives:**

The students will:

6-33. Improve hand-eye coordination. (2.5.6.A.1)

6-34. Develop and demonstrate fundamental skills of forearm pass (bump), overhead pass (set) and serve. (2.5.6.A.1)

6-35. Follow basic rules, formation, rotation and use correct terminology in the game of volleyball. (2.5.6.C.2)

6-36. Demonstrate awareness of safety issues while participating in volleyball activities. (2.5.6.C.2)

### **Sample Activities:**

1. Demonstrate and provide opportunities to practice fundamental skills of:
  - Serving (overhead and underhand)
  - Overhead pass (set)
  - Volley
  - Forearm pass (bump)
2. Review and refine:
  - Formation
  - Rotation
  - Scoring (rally and standard)
  - Court lines and game rules
3. Provide opportunities to participate in lead up activities and game play.
  - Newcomb
  - Keep It Up

## **Track and Field**

### **Objectives:**

The students will:

6-37. Participate in individual and team competitions. (2.5.6.B.1) (2.5.6.B.2)

6-38. Identify physical and performance limitations of self and others. (2.5.6.C.1)

6-39. Enhance muscular strength, cardiovascular endurance, flexibility, agility with the desire to improve physical ability and performance through various track and field activities. (2.6.6.A.2)

6-40. Demonstrate awareness of safety issues while participating in track and field activities. (2.5.6.C.2)

### **Sample Activities:**

- 50 yard dash
- Relay (4x50 or 4x25) with baton
- Long Jump
- Standing Broad Jump
- Softball Throw (accuracy and distance)
- Long Distance Run (1/2 mile or 1 mile run)

# Grade 7 Curriculum

## Recreational Activities

### **Objectives:**

The students will:

7-1. Participate with sportsmanship and show respect for persons of all different skill levels. (2.5.8.C.1)

7-2. Accept and respect the decisions made by game officials, whether they are students, teachers or officials outside the school. (2.5.8.C.1)

7-3. Participate in moderate to vigorous activity resulting in short and long term fitness. (2.6.8.A.1)

7-4. Demonstrate awareness of safety issues while participating in recreational activities. (2.5.8.C.2)

### **Sample Activities: (Descriptions are on the Resources Page in the back of the Curriculum)**

Ping Pong

Chasing and Fleeing Activities

TsegBall

Jump Rope

Dragon Tails

Horseshoes

Relay Races

Kickball

Kickball/Basketball

Mat Ball or Poison Ball

Pin Guard

Frisbee

Obstacle Course

Noodle Hockey

Parachutes

Cup Stacking

Juggling (Scarves)

Hula Hoops

Wii Dance

Tae Bo

Step Aerobics

Pillow Polo

Scooters

Tug of War

Shuffleboard

Golf (putting)

# **Basketball**

## **Objectives:**

The students will:

7-5. Demonstrate understanding of rules, regulations and terminology of basketball.  
(2.5.8.C.2) (2.5.8.C.3)

7-6. Demonstrate fundamental basketball skills of shooting, dribbling and passing. (2.5.8.A.1)

7-7. Demonstrate learned basketball skills and strategies in a game play setting. (2.5.8.A.1)  
(2.5.8.B.1) (2.5.8.C.1) (2.5.8.C.2)

7-8. Demonstrate sportsmanship and cooperation with peers while participating in activities. (2.5.8.C.1)

7.9 Demonstrate awareness of safety issues while participating in basketball activities.  
(2.5.8.C.2)

## **Sample Activities:**

1. Review fundamental skills through drills and relays

### Passing

- two hand chest
- bounce-pass

### Dribbling

- cones
- with defense

### Shooting

- lay-ups
- foul shots
- form shooting

2. Strategies and formations

- Defense (man to man and zone defense)

- Offense (set plays and inbounds plays against man to man and zone)

### 3. Lead up games and organized game play

- 1 on 1
- 2 on 2
- 3 on 3
- 5 on 5
- Knock out
- 21 or 21 taps
- Around the World (shooting game)

## **Flag Football**

### **Objectives:**

The students will:

7-10. Demonstrate passing, catching, kicking, punting skills, along with offensive/defensive strategies. (2.5.8.A.1)

7-11. Demonstrate knowledge about flag football rules and team play. (2.5.8.C.2)

7-12. Develop muscular strength, agility and hand-eye coordination while participating in football activities. (2.5.8.A1) (2.5.8.A.2)

7-13. Demonstrate awareness of safety issues while participating in football activities. (2.5.8.C.2)

### **Sample Activities:**

1. Students will become aware of field dimensions and markings
  - Playing area
  - End Zones
  - Goal posts
  - Scoring
2. Techniques and skills
  - Basic offensive and defensive formation
  - Passing Routes (Fly, hook, post, slant, fade)
  - Kicking (set up kick off positions and proper kicking technique)
  - Punting (proper technique and formation of punt)
3. Lead up games or game play setting
  - 7 on 7
  - Sideline/line football
  - Steal the Bacon
  - Ultimate football
  - Time bomb



## **Floor Hockey/Field Hockey**

### **Objectives:**

The students will:

7-14. Show improvement in hand-eye coordination. (2.5.8.A.1)

7-15. Develop a greater awareness of team play and positioning. (2.5.8.A.2)

7-16. Develop and understand the rules, regulations and terminology of floor/field hockey. (2.5.8.C.2)

7-17. Demonstrate awareness of safety issues while participating in floor hockey/field hockey. (2.5.8.C.2)

### **Sample Activities:**

1. Review and refine fundamental skills
  - Stick handling
  - Playing the puck of floor hockey ball
  - Rules
  - Scoring
  - Penalties
  - Goalkeeping
2. Refine positioning on the field/court
3. Offensive and defensive strategies
4. Participation in lead up activities and game play

# Soccer

## Objectives:

The students will:

- 7-18. Demonstrate more proficient foot-eye coordination. (2.5.8.A.1)
- 7-19. Demonstrate fundamental skills of passing, trapping, dribbling and shooting. (2.5.8.A.1)
- 7-19. Develop and refine awareness of team play. (2.5.8.C.1)
- 7-20. Develop greater cardiovascular efficiency and leg strength. (2.6.8.C.2)
- 7-21. Understand the rules and concepts when participating in soccer activities. (2.5.8.C.2)
- 7-22. Demonstrate awareness of safety issues while participating in soccer activities. (2.5.8.C.2)

## Sample Activities:

1. Shooting/kicking
  - Instep
  - Outside of foot
  - Laces kick
  
2. Passing (stress accuracy)
  - Short passes right and left foot
  - Inside and outside of foot
  - Long passing with inside of foot and laces kick
  
3. Trapping
  - Inside of foot
  - Lower leg
  - Sole of the foot

4. Dribbling

- Control dribble (with cones and defense)
- Use left and right foot
- Use inside and outside of foot
- Combination dribble and pass

5. Review and refine field positioning

- Formation

6. Review and understand game rules and concepts

7. Participate in soccer lead up activities and game play

- Line/Sideline soccer
- Crab soccer
- Scooter soccer
- Soccer bowling
- Pirate soccer
- 3 on 3

## **Softball/Wiffle Ball**

### **Objectives:**

The students will:

- 7-23. Demonstrate fundamental softball skills of catching, fielding, throwing, pitching, batting and base running. (2.5.8.A.1)
- 7-24. Demonstrate sportsmanship and cooperation with peers during softball activities. (2.5.8.C.1)
- 7-25. Develop an understanding of the game and its use as a life-long activity. (2.5.8.C.1)  
(2.5.8.C.2)
- 7-26. State the rules and terminology in the game of softball. (2.5.8.C.2)
- 7-27. Demonstrate awareness of safety issues while participating in softball activities. (2.5.8.C.2)

### **Sample Activities:**

1. Demonstrate and participate in skill practice. Skills include:
  - Batting
  - Throwing
  - Catching
  - Base running
  - Pitching
  - Fielding
2. Review basic rules and terminology of softball and continue to enforce throughout unit.
3. Participate in game play.

## **Lacrosse**

### **Objectives:**

The students will:

- 7-28. State the rules and terminology of lacrosse. (2.5.8.C.2)
- 7-29. Perform lacrosse skills in order to participate in a game setting. (2.5.8.A.1)
- 7-30. Develop hand-eye coordination. (2.5.8.A.1)
- 7-31. Demonstrate teamwork and sportsmanship during lacrosse activities. (2.5.8.C.1)
- 7-32. Demonstrate awareness of safety issues while participating in lacrosse activities. (2.5.8.C.2)

### **Sample Activities:**

1. Demonstrate and teach skills of:

- Stick handling
- Throwing
- Catching
- Cradling
- Scooping
- Safety issues
- Rules and terminology

## Volleyball

### Objectives:

The students will:

7-33. Improve hand-eye coordination. (2.5.8.A.1)

7-34. Develop and demonstrate fundamental skills of forearm pass (bump), overhead pass (set) and serve. (2.5.8.A.1)

7-35. Demonstrate understanding of basic rules, formation, rotation and terminology in the game of volleyball. (2.5.8.C.2)

7-36. Demonstrate awareness of safety issues while participating in volleyball activities. (2.5.8.C.2)

### Sample Activities:

1. Demonstrate and provide opportunities to practice fundamental skills of:

- Serving (overhead and underhand)
- Overhead pass (set)
- Volley
- Forearm pass (bump)

2. Review and refine:

- Formation
- Rotation
- Scoring
- Court lines and game rules

3. Provide opportunities to participate in lead up activities and game play.

- Newcomb
- Keep It Up.... Transition to game play using a trainer volleyball

## **Track and Field**

### **Objectives:**

The students will:

7-37. Participate in individual and team competitions. (2.5.8.B.1) (2.5.8.B.2)

7-38. Demonstrate knowledge of physical and performance limitations of self and others. (2.5.8.C.1)

7-39. Enhance muscular strength, cardiovascular endurance, flexibility, agility with the desire to improve physical ability and performance through various track and field activities. (2.6.8.A.2)

7-40. Demonstrate awareness of safety issues while participating in track and field activities. (2.5.8.C.2)

### **Sample Activities:**

- 50 yard dash
- Relay (4x50 or 4x25) with baton
- Long Jump
- Standing Broad Jump
- Softball Throw (accuracy and distance)
- Long Distance Run (1/2 mile or 1 mile run)
- Discuss (trainers)
- Javelin (trainers)
- Shot put (trainers)

# Grade 8 Curriculum

## Recreational Activities

### Objectives:

The students will:

- 8-1. Participate with sportsmanship and show respect for persons of all different skill levels. (2.5.8.C.1)
- 8-2. Respect the decisions made by game officials, whether they are students, teachers or officials outside the school. (2.5.8.C.1)
- 8-3. Participate in moderate to vigorous activity resulting in short and long term fitness. (2.6.8.A.1)
- 8-4. Demonstrate awareness of safety issues while participating in recreational activities. (2.5.8.C.2)

### Sample Activities: (Descriptions are in the Resources section of the curriculum)

Chasing and Fleeing Activities

Ping Pong

TsegBall

Jump Rope

Dragon Tails

Horseshoes

Relay Races

Kickball

Kickball/Basketball

Mat Ball or Poison Ball

Pin Guard

Frisbee

Obstacle Course

Noodle Hockey

Parachutes

Cup Stacking

Juggling (Scarves)

Hula Hoops

Wii Dance

Tae Bo

Step Aerobics

Pillow Polo

Scooters

Tug of War

Shuffleboard

Golf (putting)



## **Basketball**

### **Objectives:**

The students will:

8-5. Demonstrate understanding of rules, regulations and terminology of basketball.  
(2.5.8.C.2) (2.5.8.C.3)

8-6. Demonstrate fundamental basketball skills of shooting, lay ups, dribbling, rebounding and passing. (2.5.8.A.1)

8-7. Demonstrate learned basketball skills and strategies in a game play setting. (2.5.8.A.1)  
(2.5.8.B.1) (2.5.8.C.1) (2.5.8.C.2)

8-8. Demonstrate sportsmanship and cooperation with peers while participating in activities. (2.5.8.C.1)

8-9 Demonstrate awareness of safety issues while participating in basketball activities.  
(2.5.8.C.2)

### **Sample Activities:**

1. Review the fundamental skills of basketball:

- Shooting (form shot)
- Lay ups (right and left hand)
- Dribbling (right and left hand)
- Passing (bounce, chest)
- Rebounding

2. Game strategies of basketball and rules:

- Offense (man to man and zone offensive concepts and positioning)
- Defense (man to man and zone defensive concepts and positioning)
- Review fouls, traveling and scoring

3. Lead up activities:

- Foul shots
- Two line lay ups
- Around the World (shooting game)
- Knockout (shooting game)
- 21 (taps)
- Pirate basketball
- 1 v 1
- 2 v 2
- 3 v 3
- 5 v 5

4. Participation in game play or tournament play.

5. **Evaluation**

- Participation/Effort
- Preparation
- Skill
- Written (rules and terminology)

## **Flag Football**

### **Objectives:**

The students will:

8-10. Demonstrate passing, catching, kicking, punting skills, along with offensive/defensive strategies. (2.5.8.A.1)

8-11. Demonstrate knowledge about flag football rules and team play. (2.5.8.C.2)

8-12. Develop muscular strength, agility and hand-eye coordination while participating in football activities. (2.5.8.A1)(2.5.8.A.2)

8-13. Demonstrate awareness of safety issues while participating in football activities. (2.5.8.C.2)

### **Sample Activities:**

1. Students will become aware of field dimensions and markings
  - Playing area
  - End Zones
  - Goal posts
  - Scoring/Downs
2. Techniques and skills
  - Basic offensive and defensive formation
  - Passing Routes (Fly, hook, post, slant, fade)
  - Kicking (set up kick off positions and proper kicking technique)
  - Punting (proper technique and formation of punt)
3. Game play or tournament play.

## **Floor Hockey/Field Hockey**

### **Objectives:**

The students will:

8-14. Improve hand-eye coordination. (2.5.8.A.1)

8-15. Demonstrate awareness of team play and positioning. (2.5.8.A.2)

8-16. Understand the rules, regulations and terminology of floor/field hockey. (2.5.8.C.2)

8-17. Demonstrate awareness of safety issues while participating in floor hockey/field hockey. (2.5.8.C.2)

### **Sample Activities:**

1. Review and refine fundamental skills
  - Stick handling
  - Playing the puck of floor hockey ball
  - Rules
  - Scoring
  - Penalties
  - Goalkeeping
2. Refine positioning on the field/court
3. Offensive and defensive strategies
4. Participation in lead up activities and game play

## Soccer

### Objectives:

The students will:

8-18. Demonstrate more proficient foot-eye coordination. (2.5.8.A.1)

8-19. Demonstrate fundamental skills of passing, trapping, dribbling, six kick, corner kick and shooting. (2.5.8.A.1)

8-19. Develop and refine awareness of team play. (2.5.8.C.1)

8-20. Develop greater cardiovascular efficiency and leg strength. (2.6.8.C.2)

8-21. Understand the rules and concepts when participating in soccer activities. (2.5.8.C.2)

8-22. Demonstrate awareness of safety issues while participating in soccer activities. (2.5.8.C.2)

### Sample Activities:

#### 1. Shooting/kicking

- Instep
- Outside of foot
- Laces kick
- Volley/Half volley
- Heel

#### 2. Passing (stress accuracy)

- Short passes right and left foot
- Inside and outside of foot
- Long passing with inside of foot and laces kick

#### 3. Trapping

- Inside of foot
- Lower leg
- Sole of the foot

4. Dribbling

- Control dribble (with cones and defense)
- Use left and right foot
- Use inside and outside of foot
- Combination dribble and pass

5. Review and refine field positioning

- Formation

6. Review and understand game rules and concepts

7. Participate in soccer lead up activities and game play

- Line/Sideline soccer
- Crab soccer
- Scooter soccer
- Soccer bowling
- Pirate soccer
- 3 on 3
- Soccer Tournament

## **Softball/Wiffle Ball**

### **Objectives:**

The students will:

- 8-23. Demonstrate fundamental softball skills of catching, fielding, throwing, pitching, batting and base running. (2.5.8.A.1)
- 8-24. Demonstrate sportsmanship and cooperation with peers during softball activities. (2.5.8.C.1)
- 8-25. Develop an understanding of the game and its use as a life-long activity. (2.5.8.C.1)(2.5.8.C.2)
- 8-26. Understand the rules and terminology in the game of softball. (2.5.8.C.2)
- 8-27. Demonstrate awareness of safety issues while participating in softball activities or interclass games. (2.5.8.C.2)

### **Sample Activities:**

1. Demonstrate and participate in skill practice. Skills include:
  - Batting (proper stance)
  - Throwing (underhand, overhand)
  - Catching (two hands)
  - Base running (concepts)
  - Pitching (underhand)
  - Fielding (using both hands)
2. Review basic rules and terminology of softball and continue to enforce throughout the unit.
3. Participate in game play or tournament play.

## **Lacrosse**

## **Objectives:**

The students will:

- 8-28. State the rules and terminology of lacrosse. (2.5.8.C.2)
- 8-29. Perform lacrosse skills in order to participate in a game setting. (2.5.8.A.1)
- 8-30. Develop hand-eye coordination. (2.5.8.A.1)
- 8-31. Demonstrate teamwork and sportsmanship during lacrosse activities. (2.5.8.C.1)
- 8-32. Demonstrate awareness of safety issues while participating in lacrosse activities. (2.5.8.C.2)

## **Sample Activities:**

1. Demonstrate and teach skills of:
  - Stick handling
  - Throwing
  - Catching
  - Cradling
  - Scooping
  - Safety issues
  - Rules and terminology

## **Volleyball**



## **Objectives:**

The students will:

8-33. Demonstrate improvement in hand-eye coordination. (2.5.8.A.1)

8-34. Demonstrate fundamental skills of forearm pass (bump), overhead pass (set) and serve. (2.5.8.A.1)

8-35. Follow basic rules, formation, rotation and terminology in the game of volleyball. (2.5.8.C.2)

8-36. Demonstrate awareness of safety issues while participating in volleyball activities or interclass game play. (2.5.8.C.2)

## **Sample Activities:**

1. Demonstrate and provide opportunities to practice fundamental skills of:
  - Serving (overhead and underhand)
  - Overhead pass (set)
  - Volley
  - Forearm pass (bump)
2. Review and refine:
  - Formation
  - Rotation
  - Scoring
  - Court lines and game rules
3. Provide opportunities to participate in lead up activities and game play.
  - Keep It Up.... Transition to game play or tournament play using a trainer

## **Track and Field**

## **Objectives:**

The students will:

8-37. Participate in individual and team competitions. (2.5.8.B.1) (2.5.8.B.2)

8-38. Respect physical and performance limitations of self and others. (2.5.8.C.1)

8-39. Enhance muscular strength, cardiovascular endurance, flexibility, agility with the desire to improve physical ability and performance through various track and field activities. (2.6.8.A.2)

8-40. Demonstrate awareness of safety issues while participating in track and field activities. (2.5.8.C.2)

## **Sample Activities:**

- 50 yard dash
- Relay (4x50 or 4x25) with baton
- Long Jump
- Standing Broad Jump
- Softball Throw (accuracy and distance)
- Long Distance Run (1/2 mile or 1 mile run)
- Discus (trainers)
- Javelin (trainers)
- Shot put (trainers)

## **GRADE 6 THROUGH 8 FITNESS ACTIVITIES**

## **Objectives:**

The students will:

6-8-41. Complete a physical fitness assessment. (2.6.6.A.3)

6-8-42. Pursue realistic fitness goals. (2.6.6.A.1, 2.6.6.A.3, 2.6.6.A.4, 2.6.6.A.6)

6-8-43. Recognize that time and effort is a prerequisite for improvement and fitness benefits. (2.6.6.A.1)

6-8-44. Recognize proper warm up, conditioning and cool-down techniques and the reasons for using them. (2.6.6.A.3, 2.6.6.A.1)

6-8-45. Demonstrate knowledge of personal fitness resulting from participation in different forms of physical activity, healthy eating and body composition. (2.6.6.A.3, 2.6.6.A.5)

6-8-46. Enhance muscular strength and flexibility with the desire to improve physical ability and performance. (2.6.6.A.3, 2.6.6.A.2)

6-8-47. Demonstrate knowledge of physical and performance limitations of self and others. (2.6.6.A.4)

## **Sample Fitness Activities:**

### **Aerobic Training:**

1. Circuit Training
2. Mini Hurdles: 6 inches and 12 inches
3. Hula Hoops
4. Tae Bo
5. Wii Just Dance I and II
6. Tag Games
7. Walking with Pedometers
8. Jump Rope
9. Aerobic Steppers
10. Ladder Drills
11. Running/Jogging

### **Agility Training:**

1. Dot Drills/ Poly Spots
2. Ladder Drills
3. Mini Hurdles: 6 inches and 12 inches

4. Circuit Training
5. Jump Rope
6. Core Disc Activities
7. Reaction Ball Activities
8. Balance Board Activities: (Individual and Partner)

Flexibility Training:

1. Dynamic Warm Up Activities:
2. Static Stretching: Cool Downs
3. Circuit Training

**Scope and Sequence**

**Introduce = I**

**Emphasize = E**

**Reinforce = R**

\*3-4 weeks per unit and rec. activities will vary day to day

\* Fitness unit will vary depending by school and schedule

	<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
<b>Rec. Activities</b>	<b>I</b>	<b>E</b>	<b>R</b>
<b>Basketball</b>	<b>I</b>	<b>E</b>	<b>R</b>
<b>Flag Football</b>	<b>I</b>	<b>E</b>	<b>R</b>
<b>Floor/Field Hockey</b>	<b>I</b>	<b>E</b>	<b>R</b>

<b>Soccer</b>	<b>I</b>	<b>E</b>	<b>R</b>
<b>Softball</b>	<b>I</b>	<b>E</b>	<b>R</b>
<b>Lacrosse</b>	<b>I</b>	<b>E</b>	<b>E</b>
<b>Volleyball</b>	<b>I</b>	<b>E</b>	<b>R</b>
<b>Track and field</b>	<b>I</b>	<b>E</b>	<b>E</b>
<b>Fitness Activities</b>	<b>I</b>	<b>E</b>	<b>E</b>

### **Description of Recreational Activities**

**TsegBall** - Features Team Handball Exciting New Coed Team Game Emphasizes Cooperative Play  
TsegBall combines the best elements of basketball, team handball, volleyball and rugby. It's a fast-paced high-scoring game built totally around team cooperation. Each team of 12 has 2, corner-located goals to defend. Players can't move when in possession of the unique fat disk soft-fill TsegBall, so passing and constant movement are keys to success. The rules of Tsegball are designed to keep it moving fast and keep it fair. Though players can move anywhere without the ball, that freedom ends when they take possession. From the point of the catch, they are restricted to a single step, a one-foot basketball-like pivot and 3 seconds of possession. Contact is never allowed and no player, including the goalie, can jump. Moving the ball down-court and into scoring position requires quick passes and constant motion. Defenders must stay alert in either a man-to-man or zone defensive arrangement. Goalies are required to stay away from the goal so they can't goal-tend over the rim. Contact is prohibited, causing either loss of possession or a free scoring toss. The ball also changes possession after an interception or out-of-bounds. The game adapts to smaller classes and smaller fields, but cooperation remains a requirement. When cooperation is such an important part of the game, it is impossible for any one player to dominate. The Four TsegBall goals are made from lightweight tubular steel, adjustable from 42" to 57" (1.1-1.45m) high with a large 24" (61cm) diameter rim. The nylon net is closed at the bottom to catch a TsegBall lofted in for a score. Set includes 4 goals and 1 soft-filled fat disk ball, plus rules and game instructions.

**Jump Rope** – used for fitness or recreational activity. Single jump rope with two feet contacting the ground, alternating feet, one foot hop or double-dutch.

**Dragon Tails** – students will begin by wearing a flag belt with two flags attached. The two flags should be attached to Velcro and they should be on the students' hip. The game is played within a designated area and begins and ends on a whistle. Students can't hide the flags or block them with their hands. A student is out when his or her flags are taken from their belt. The last student left with at least one flag remaining on their belt is designated the winner of the game. This game is great for agility, balance and cardiovascular endurance.

**Horseshoes** – played individually or as a team of two. The base should be set at an appropriate length for the age level playing the game. Activity is great for accuracy.

**Relay Races** – races can vary based on teacher's preference. Races are great for teamwork, motivation, cooperation, team building and cardiovascular fitness.

**Kickball** – played on a baseball/softball field with bases and an appropriate playground ball. Three outs per team. The kickball should not be thrown at students' head area.

**Kickball/Basketball** – played inside the gymnasium. The game is based on a baseball diamond surrounded by basketball nets. Each team will continue to kick until each student has kicked one time or the game can be played with five outs per team. When a student kicks the ball, he or she must continue to run around the bases (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> to home plate) before the fielding team has successfully made a basket. To eliminate the same student from shooting at the basket repetitively, each student may only shoot one time per player kicking the ball. If the student makes it around all the bases and touches home plate before the ball goes into the basket, their team earns a point. If the ball goes into the basket before the student touches home plate the student is out. The team with the most points at the end of the class period is the winner.

**Mat Ball or Poison Ball** – played inside the gymnasium. The student must kick the ball anywhere inside the gym and then run to a designated area (mat). Up to 4 students can be on the mat at any given time. When another student is coming toward a full mat, one or more students must leave the mat. Game can be played with 3 or 5 outs or a run limit. The ball should not be thrown at the students head area. To score a run, a student must return to home plate safely without being hit by the ball. Appropriate ball must be used.

**Pin Guard** – bowling pins will be set up in various places on each designated side of the gymnasium. The teams can't cross the center line when trying to knock down the pins. Students will try and knock down as many pins as possible in a designated amount of time. As soon as one team has knocked down all the pins on the opponents' side, the game is over or the game will end on the whistle. Only one student may guard a pin by standing in front of it. If they happen to knock the pin over accidentally, the pin will remain on the ground. Use appropriate balls for the activity.

**Frisbee** – toss and catch the Frisbee using various catching techniques (both hands, one hand, over the head catch or between the legs. Students may throw with partners, in small groups or participate in an Ultimate Frisbee game which consists of two teams. The game starts in a designated area with one team throwing the Frisbee to the other. A point is scored for every time one team reaches the designated end zone, marked by cones. As long as the Frisbee is not contacting the ground, the team will maintain possession. When the Frisbee hits the ground, the opposing team will quickly pick it up and move the Frisbee toward the end zone. No contact is allowed but a player can play defense with their hands and arms to prevent a team from moving the Frisbee toward the end zone.

**Obstacle Course** – timed or untimed. A variety of objects and materials can be used to construct an obstacle course. It can be done inside or outside. Use appropriate materials according to the ability and age level of the students.

**Noodle Hockey** – same rules as hockey but the game is played with a foam noodle. Students should use two hands when hitting the ball with the noodle. The ball should not be played above the shoulder level. A light ball is best when playing this game.

**Parachutes** – depending on the size of the class and size of the parachute, a number of activities can be done. Students may run around the parachute, motor development can be practiced along with teamwork concepts.

**Cup Stacking** – used in a relay race style with stacking and unstacking or used in a fitness circuit when students are in a push up position. Students will stack cups while holding body weight.

**Juggling (Scarves)** – beginner jugglers should use objects that are lightweight and easy to toss such as scarves. The intermediate to advanced juggler may use more difficult and a higher quantity of objects. Juggling can be taught with a small group or an entire class. It will help students with hand eye coordination and concentration.

**Hula Hoops** – can be included in a circuit, done with partners or individually. Hula hoops can be used in various ways. A website will be included in the following section containing hula hoop activities.

**Wii Dance** – follow the directions given by the image on the screen. Students or teachers may pick various dance activities. Wii Dance can be used in small groups or whole classes.

**Tae Bo** – cardiovascular activity shown by video or DVD. Teachers should explain various steps and correct student mistakes. Follow Billy Banks' lead.

**Step Aerobics** – can be used in circuits or for entire classes. A number of steps can be used to increase cardiovascular endurance.

**Pillow Polo** – can be a substitute for hockey and is played with a pillow polo stick resembling a q-tip. The game is played with an appropriate ball (about the size of a bowling ball but the ball should be soft).

**Scooters** – can be used in a relay race, lead up game or circuit activity. Various ideas can be used with scooters as long as they are at the appropriate level for the students. Stress safety before participating in scooter activities.

**Tug of War** – two team or four team tug of war. Used in field day activities or circuit activities.

**Golf (putting)** – various golf holes may be set up and students have to putt the ball and get it in the hole with the least number of strokes possible. Obstacles can be set in the way to make it harder for the students to putt the ball in the hole.

**Chasing and Fleeing Activities** – increasing cardiovascular fitness, various tag games can be played inside the gymnasium or outside on a field.

**Ping-Pong** – can be played in doubles format or singles format. The game can be played for fun or tournament style. Foam balls may be used to start and a regulation ping pong ball may be added according to ability level.

**Bowling** – can be played with soft pins or rubber pins. The ball should be appropriate for age level and the three positions include: bowler, pin setter and scorekeeper. Students may learn how to keep proper score in a bowling match.

## **Physical Education**

### **Websites and References**

[www.pecentral.org](http://www.pecentral.org)

[http://www.gophersport.com/resources/index.cfm?PAGE\\_ID=22](http://www.gophersport.com/resources/index.cfm?PAGE_ID=22)

[www.njahperd.org](http://www.njahperd.org)

[www.pelinks4u.org](http://www.pelinks4u.org)

[www.youtube.com](http://www.youtube.com)

[www.edpuzzle.com](http://www.edpuzzle.com)

Basketball <https://youthguidelines.nba.com/>

Flag Football <https://nflflag.com/flag-football-rules/how-to-play-flag-football>

Field Hockey <https://www.rulesofsport.com/sports/hockey-field.html>



Floor Hockey

<https://www.basd.net/cms/lib/PA01001269/Centricity/Domain/139/Floor%20Hockey%20basics.pdf>

Mindfulness for Stress Reduction <https://positivepsychology.com/mindfulness-based-stress-reduction-mbsr/>

Pickleball <https://www.pickleball.com/rules-how-to-play-pickleball-s/106.htm>

Softball <https://sites.google.com/site/othspeddept/softball>

Ultimate Frisbee <http://www.whatisultimate.com/what-is-ultimate/the-rules/>

Volleyball

<https://www.strength-and-power-for-volleyball.com/basic-volleyball-rules.html><https://www.strength-and-power-for-volleyball.com/basic-volleyball-rules.html>

Weight Training

<https://www.healthline.com/health/how-to-start-lifting-weights>

## **VHS/DVD REFERENCES:**

Tae Bo with Billy Banks, VHS or DVD

President's Physical Fitness, Video

Wii Just Dance I and II

Speed for Sports Performance, John Cissik, Human Kinetics, Champaign, IL, [www.humankinetics.com](http://www.humankinetics.com), 2007, DVD

Agility and Quickness Drills for Kids, Joe Dinoffer, Oncourt Offcourt, Ltd., [www.oncourt-offcourt.com](http://www.oncourt-offcourt.com), 2006, DVD

Agility, Quickness & Reaction Skills, Twist Sport Conditioning Series, Twist Conditioning Inc., [www.sportconditioning.com](http://www.sportconditioning.com), 2005, DVD

Sports Balance, Twist Sport Conditioning Series, Twist Conditioning Inc., [www.sportconditioning.com](http://www.sportconditioning.com), 2005, DVD

## Glossary

Health is the overall condition of one being free from disease, illness, and injury.

Balance involves keeping the different dimensions of wellness equal or in correct proportions.

FITT stands for the basic philosophy of what is necessary to gain a training effect from an exercise program. New Jersey Department of Education June 2020

The FITT acronym represents:

- Frequency – How often a person exercises
- Intensity – How hard a person exercises
- Time – How long a person exercises
- Type – What type of activity a person does when exercising

Additional training principles:

- Overload principle Is a training method designed of greater intensity (weight, time) than the participant is accustomed to.
- Progressive principle Is a training method that uses an optimal level of overload for an optimal amount of time. A gradual increase in overload over time will lead to increased wellness benefits.
- Specificity principle Is a training method used to produce a desired adaptation or training outcome for a specific body part or component of the body.

Movement skills encompass locomotor, non-locomotor, and manipulative movement:

1. Locomotor movement occurs when an individual moves from one place to another or projects the body upward (e.g., walking, jumping, skipping, galloping, hopping, leaping, jumping, sliding, running).
2. Non-locomotor movement occurs when an individual moves in self-space without appreciable movement from place to place (e.g., twisting, bending, stretching, curling).
3. Manipulative movement occurs when an individual controls a variety of objects with different body parts (e.g., throwing, catching, kicking, striking, dribbling, volleying).

Character refers to the mental and moral qualities distinctive to an individual.

Cisgender means a person whose gender assigned at birth (sometimes referred to as sex assigned at birth) matches their gender identity. For instance, if a person was assigned female at birth, and self-identifies as a woman or girl, that person is cisgender

Consent involves the use of words or overt actions by a person who is legally or functionally competent to give informed approval, indicating a freely given agreement to have sexual intercourse or sexual contact.

Coping Skills refers to cognitive and behavioral strategies that people use to deal with stressful situations or difficult demands, whether they are internal or external.

Dating violence includes controlling, abusive, and/or aggressive behavior within the context of a romantic and/or sexual relationship. It can include verbal, physical, sexual, emotional, economic, and/or psychological abuse, be perpetrated against someone of any gender, and happen in any relationship regardless of sexual orientation.

Domestic violence describes a pattern of abusive behavior in a relationship by one individual to gain or maintain control over another individual, if those individuals live in the same domestic setting. This may include verbal, physical, sexual, emotional, economic, and/or psychological abuse as well as control, intimidation, threats and/or stalking. It can happen to individuals who are married, living together, dating, or sexual or intimate partners, as well as to children and other family members, regardless of socio-economic background, race, age, sexual orientation, religion, gender, or gender identity.

Family structure describes the manner in which members of a family are interrelated and linked through blood, affinity, or co-residence. Family structures are diverse and can include but are not limited to biological parents, single parents, same-gender parents, adoptive parents, grandparent-headed households, stepparents, and foster parents. Families can be created in a number of ways, which include but are not limited to adoption, birth (including those resulting from assisted reproductive technology), and marriage.

Gay is an umbrella term that means a person who is emotionally, spiritually, physically, and/or sexually attracted to those of the same gender.

Gender means a person's sex-related or gender-related characteristics, including one's gender identity, and has the same legal meaning as "sex."

Gender Assigned at Birth means the gender that someone was thought to be at birth, typically recorded on their original birth certificate. The gender someone was assigned at birth may or may not match their gender identity.

Gender Binary means a social system that constructs gender according to two discrete and opposing categories — male or female.

Gender Expression means a person's gender-related appearance and behavior, whether or not stereotypically associated with the person's assigned gender at birth. It is the manner in which a person represents or expresses their gender to others, such as through their behavior, clothing, hairstyles, activities, voice or mannerisms.

Gender Identity means a person's internal, deeply held knowledge of their own gender, regardless of the gender they were assigned at birth. All people have a gender identity, not just transgender people.

Gender Nonconforming means a person whose gender expression does not conform to traditional gender expectations. Not all gender nonconforming people identify as transgender.

Gender Transition means a process during which a person begins to live according to their gender identity, rather than the gender they were thought to be at birth. Gender transition looks different for every person. Possible steps in a gender transition may or may not include changing one's clothing, appearance, and name, and in some cases, changing identification documents or undergoing medical treatments. The steps each person takes depends on their individual needs and access to resources.

Intersex means a person whose sex characteristics may not fit medical definitions of male and female. These characteristics may include, but are not necessarily limited to, internal reproductive organs, external genitalia, and sex chromosomes.

Health Data is data that may comprise height/weight, BMI, diet, nutrition, health conditions, and physical activity that may be used to help improve a student's mental, physical and social wellness.

Health Literacy is the ability of individuals to obtain, process, and understand basic health information and services needed to make appropriate health decisions. (Shape America, 2017)

Health-related fitness incorporates the five major components of fitness related to improved health:

1. Cardio-respiratory endurance is the ability of the blood vessels, heart, and lungs to take in, transport, and utilize oxygen. This is a critically important component of fitness because it impacts other components of fitness and decreases the risk of cardiovascular diseases.
2. Muscular strength is the maximum amount of force a muscle or muscle group can exert.
3. Muscular endurance is the length of time a muscle or muscle group can exert force prior to fatigue.

4. Flexibility refers to the range of motion in the joints.
5. Body composition shows the amount of fat versus lean mass (bone, muscle, connective tissue, and fluids). While some fat is essential for insulation and providing energy, too much fat can cause serious health problems.

Injuries which are classified as intentional injuries arise from purposeful action (e.g., violence and suicide). Whereas, unintentional injuries are injuries arising from unintentional events (e.g., motor vehicle crashes and fires).

Lesbian means a person who identifies as a woman or girl and is emotionally, spiritually, physically, and/or sexually attracted primarily to members of the same gender.

LGBTQI is an acronym that stands for lesbian, gay, bisexual, transgender, questioning and intersex. The Q may also stand for queer. HIV (Human Immunodeficiency Virus) is a virus that, if left untreated, can weaken a person's immune system so that the person cannot fight off many everyday infections. HIV can be transmitted through exposure to the blood, semen, vaginal fluid, or breast milk of a person living with HIV. HIV medicine (called antiretroviral therapy or ART) can make the viral load of the person living with HIV so low that a test cannot detect it (called an undetectable viral load). When "undetectable status" is achieved and sustained, HIV becomes untransmittable. HIV, if left untreated, may lead to AIDS.

PEP (Post-Exposure Prophylaxis) refers to a medication prescribed to a person who has been potentially exposed to HIV that may prevent them from acquiring the virus. Treatment must be taken within 72 hours.

Personal assets refer to individual strengths and weaknesses regarding personal growth.

PrEP (Pre-Exposure Prophylaxis) refers to the daily medication that people who are HIV negative and at high risk for HIV may take to prevent acquiring the virus.

Protective factors refer to the skills, strengths, and resources that help individuals deal more effectively with stressful situations.

Resiliency is the ability to overcome the negative effects of risk exposure.

Sexuality refers to the components of a person that include their biological sex, sexual orientation, gender identity, sexual practices, sexual fantasies, attitudes and values related to sex. Sexuality describes how one experiences and expresses one's self as a sexual being. It begins to develop at birth and continues over the course of one's lifetime.

Sexual Orientation means a person's romantic or sexual attraction to people of another and/or the same gender. Common terms used to describe sexual orientation include, but are not limited to, straight, lesbian, gay, bisexual, and asexual. Sexual orientation and gender identity are different: gender identity refers to one's internal knowledge of their gender, while sexual orientation refers to whom one is attracted to.

Sexually transmitted infection (STI), also known as sexually transmitted disease (STD), is an illness that has a significant probability of transmission between humans or animals by means of sexual contact, including vaginal intercourse, oral sex, and anal sex.

Skill-related fitness refers to components of physical fitness that contribute to the ability to successfully participate in sports:

1. Agility is the ability to rapidly and accurately change the direction of the whole body while moving in space.
2. Balance is the ability to maintain equilibrium while stationary or moving.
3. Coordination is the ability to use the senses and body parts in order to perform motor tasks smoothly and accurately.
4. Power is the amount of force a muscle can exert over time.
5. Reaction time is the ability to respond quickly to stimuli.
6. Speed is the amount of time it takes the body to perform specific tasks while moving.

Non-Binary is a term that is often used by people whose gender is not exclusively male or female, including those who identify with a gender other than male or female, with more than one gender, or with no gender at all. People whose gender is neither male nor female may use other terms to describe themselves, such as gender fluid, agender, bigender, or gender expansive.

Queer is a term that, while once pejorative, is increasingly used by members of the LGBTQI community as a broad umbrella under which sexual and gender minorities may identify.

Questioning is a term some people use when they are in the process of exploring their sexual orientation or gender identity.

Transgender is an umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the gender they were assigned at birth. Being transgender does not imply any specific sexual orientation. Therefore, transgender people may identify as straight, gay, lesbian, bisexual, etc. This term is an adjective. Using this term as a verb (i.e., transgendered) or noun (i.e., transgenders) is offensive and should be avoided.

Transgender Man is a term for a transgender person who identifies as a man.

Transgender Woman is a term for a transgender person who identifies as a woman.

Wellness is a positive state of well-being in which a person makes decisions that lead to a healthy and physically active lifestyle. This includes an understanding of the healthy mind, body, and spirit.

Traffic safety system refers to the concept of traffic (moving people safely and efficiently), the specific components of the traffic safety system (e.g., laws, safety, signs, travel modes, routes, and responsibilities), and the people who are part of the traffic safety system (e.g., walkers, bicyclists, police, and automobile, bus, and train operators).

**The 2020 standards continue to incorporate New Jersey Legislative Statutes related to the health and well-being of students in New Jersey public schools, including those enacted from 2019:**

- **Consent** (N.J.S.A. 18A:35) Requires age-appropriate instruction in grades six through 12 on the law and meaning of consent for physical contact and sexual activity as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall be designed to increase discussion and awareness that consent is required before physical contact or sexual activity, as well as the social, emotional, and relational impact surrounding sexuality, the right to say no to unwanted physical contact or sexual activity, and the virtues of respecting the right of others to say no.
- **Mental Health** (N.J.S.A. 18A:35-4.39) A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services.
- **New Jersey Safe Haven Infant Protection Act** (N.J.S.A. 18A:35-4.40 & 18A:35-4.41) The Department of Education shall review the New Jersey Student Learning Standards for Comprehensive Health and Physical Education to ensure that information on the provisions of the "New Jersey Safe Haven Infant Protection Act," P.L.2000, c.58 (C.30:4C-15.5 et seq.) 2 shall be included therein to public school students in grades 9 through 12.
- **Sexting** (N.J.S.A. 18A:35-4.33) A Board of education shall include instruction on the social, emotional, and legal consequences of and resources designed to implement this requirement. distributing and soliciting sexually explicit images through electronic means once during middle school in an appropriate place in the curriculum as part as of the school district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The Commissioner of Education shall provide school districts with age-appropriate sample learning activities. New Jersey Department of Education Draft Jan. 2020 16
- **Sexual abuse and assault awareness and prevention education** (N.J.S.A 18A:35-4.5a.) Requires each school district shall incorporate ageappropriate sexual abuse and assault awareness and prevention education in grades preschool through 12 as part of districts implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The Commissioner of Education, in consultation with the Department of Children and Families, the New Jersey Coalition Against Sexual Assault, Prevent Child Abuse

New Jersey, the New Jersey Children's Alliance, and other entities with relevant expertise, shall provide school districts with ageappropriate sample learning activities and resources.