EATONTOWN PUBLIC SCHOOLS
EATONTOWN, NJ 07724

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This curriculum represents the collaborative efforts of educators from the Eatontown Public Schools. A special thanks to all those responsible for the development of this guide. We thank them for their many hours of hard work, dedication and enthusiasm.
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EATONTOWN’S VISION OF CURRICULUM EXCELLENCE

We, the educators of the Eatontown Public School System, hold forth this vision of the curriculum of excellence we desire for all our students. We have a dream of a curriculum that is.

Designed to develop a community of lifelong learners where children have healthy self-esteem, respect and compassion for others, essential and technological knowledge, and the creative problem-solving skills needed to meet the challenges of successful citizenship in an ever-changing multi-cultural global society.
I) STATEMENT OF PHILOSOPHY

The Eatontown School System has developed a comprehensive Health and Physical Education curriculum committed to the belief that all students can and must learn enough health and physical education to meet the requirements of the New Jersey Core Curriculum Content Standards in grades K-8. The curriculum supports wellness whether it is in a physical activity or within the classroom. The purpose of the Health/Physical Education Curriculum is to encourage young people to build healthy lifestyles for today and the future. In order to accomplish this goal, our program utilizes an interdisciplinary approach which focuses on the following major components: physical education and health including family life, substance abuse, and character education.

We believe that students need to be exposed to and taught a wide variety of skills and activities with the goal of becoming physically educated while developing a life-long commitment to wellness. This is a continuing process of sequential development of skills, attitudes and behaviors. Grade appropriate technology skills also need to be infused in physical education and health activities to prepare learners to be productive citizens in the world workplace.

As health/physical educators we recognize the need to generate awareness, concern, and a desire within our students to maintain good personal health and safety habits. The curriculum focuses on developing an understanding of the following interpersonal relationships: physical, mental, emotional, and social. We believe students need to develop into self-respecting citizens, who have a better understanding of themselves, and whose self-images will enable them to achieve active lifestyles while assuming positive roles in society.
II) CONTENT STANDARDS

Health literacy is an integral component of 21st century education. Healthy students are learners who are “knowledgeable and productive, [and] also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a *lifelong* commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective:

**Mission:** Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

**Vision:** A quality comprehensive health and physical education program fosters a population that:

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

**Intent and Spirit of the Comprehensive Health and Physical Education Standards**

All students participate in a comprehensive, sequential, health and physical education program that emphasizes the natural interdisciplinary connection between wellness and health and physical education. The standards provide a blueprint for curriculum development, instruction, and assessment that reflects the latest research-based platform for effective health and physical education programs. The primary focus of the standards is on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community. The 2009 revised
standards incorporate the current thinking and best practices found in health and physical education documents published by national content-specific organizations as well as public health and other education organizations and agencies.

**Revised Standards**

The Comprehensive Health and Physical Education Standards provide the foundation for creating local curricula and meaningful assessments. Revisions to the standards include cumulative progress indicators that reflect:

- Recently enacted legislation outlined in the section below
- An emphasis on health literacy, a 21st century theme
- Global perspectives about health and wellness through comparative analysis of health-related issues, attitudes, and behaviors in other countries
- Inclusion of additional skills related to traffic safety, fire safety, and accident and poison prevention
- Increased awareness of and sensitivity to the challenges related to individuals with disabilities

The 2009 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 2004 – 2008:


**Resources**


**Hyperlinks:**

**Health Literacy** includes:

- Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that are health enhancing.

- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction.

- Using available information to make appropriate health-related decisions.

- Establishing and monitoring personal and family health goals.

(Partnership for 21st Century Skills, 2005)

**New Jersey Legislative Statutes Summary**

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.


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.

• **Cancer Awareness (N.J.S.A. 18A:40-33)** requires the development of a school program on cancer awareness.

The Commissioner of Education, in consultation with the State school boards, shall develop a cancer awareness program appropriate for school-aged children.


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.

• **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
Health, Safety, and Physical Education (N.J.S.A.18A:35) requires that all students in grades 1 through 12 participate in at least two and one-half hours of health, safety, and physical education in each school week. Every pupil, except kindergarten pupils, attending the public schools, insofar as he or she 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. 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.


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.


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 insure 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: o 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.

o Fully address myths and misunderstandings regarding organ and tissue donation.
o Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one’s behalf.

o 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). The Commissioner of Education, through the non-public school liaison in the Department of Education, shall make any related instructional materials available to private schools educating students in grades 9 through 12, or any combination thereof. Such schools are encouraged to use the instructional materials at the school; however, nothing in this subsection shall be construed to require such schools to use the materials.

• **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.

2009 New Jersey Core Curriculum Content Standards - Comprehensive Health and Physical Education

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<tr>
<th>Content Area</th>
<th>Comprehensive Health and Physical Education</th>
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</thead>
<tbody>
<tr>
<td>Standard</td>
<td>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</td>
</tr>
<tr>
<td>Strand</td>
<td>A. Personal Growth and Development</td>
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<tr>
<th>By the end of grade</th>
<th>Content Statement</th>
<th>CPI#</th>
<th>Cumulative Progress Indicator (CPI)</th>
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<tbody>
<tr>
<td>P</td>
<td>Developing self-help skills and personal hygiene skills promotes healthy habits.</td>
<td>2.1.P.A.1</td>
<td>Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).</td>
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<tr>
<td></td>
<td>Health-enhancing behaviors contribute to wellness.</td>
<td>2.1.P.A.2</td>
<td>Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>2.1.2.A.1</td>
<td>Explain what being “well” means and identify self-care practices that support wellness.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.2.A.2</td>
<td>Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</td>
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<tr>
<td>4</td>
<td>The dimensions of wellness are interrelated and impact overall personal well-being.</td>
<td>2.1.4.A.1</td>
<td>Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.</td>
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<td></td>
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<td>2.1.4.A.2</td>
<td>Determine the relationship of personal health practices and behaviors on an individual’s body systems.</td>
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<td>6</td>
<td>Staying healthy is a lifelong process that includes all dimensions</td>
<td>2.1.6.A.1</td>
<td>Explain how health data can be used to assess and improve each dimension of personal wellness.</td>
</tr>
</tbody>
</table>
of wellness.

2.1.6.A.2 Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.

2.1.6.A.3 Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.

8 Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.

2.1.8.A.1 Assess and apply health data to enhance each dimension of personal wellness.

2.1.8.A.2 Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.

2.1.8.A.3 Relate advances in technology to maintaining and improving personal health.

2.1.8.A.4 Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.

12 Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.

2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.

2.1.12.A.2 Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.

Content Area | Comprehensive Health and Physical Education
---|---
Standard | 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
Strand | B. Nutrition

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<tr>
<th>By the end of grade</th>
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<th>Cumulative Progress Indicator (CPI)</th>
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</thead>
</table>
P | Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits. | 2.1.P.B.1 | Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape). |
<p>| | | 2.1.P.B.2 | Develop awareness of nutritious food |</p>
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<tr>
<td>2</td>
<td>Choosing a balanced variety of nutritious foods contributes to wellness.</td>
<td>2.1.2.B.1</td>
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<td>4</td>
<td>Choosing a balanced variety of nutritious foods contributes to wellness.</td>
<td>2.1.4.B.1</td>
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<td>6</td>
<td>Eating patterns are influenced by a variety of factors.</td>
<td>2.1.6.B.1</td>
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<tr>
<td>8</td>
<td>Eating patterns are influenced by a variety of factors.</td>
<td>2.1.8.B.1</td>
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<tr>
<td>12</td>
<td>Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.</td>
<td>2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.</td>
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<td>2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.</td>
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<td>2.1.12.B.3 Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one’s health.</td>
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<tbody>
<tr>
<td>Standard</td>
<td>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</td>
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<tr>
<td>Strand</td>
<td>C. Diseases and Health Conditions</td>
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<th>Cumulative Progress Indicator (CPI)</th>
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<tbody>
<tr>
<td>P</td>
<td>Developing self-help</td>
<td>2.1.P.C.1</td>
<td>Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).</td>
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<td></td>
<td>and personal hygiene skills promotes healthy habits.</td>
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<td>2</td>
<td>Knowledge about diseases and disease prevention promotes health-enhancing behaviors.</td>
<td>2.1.2.C.1</td>
<td>Summarize symptoms of common diseases and health conditions.</td>
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<td>2.1.2.C.2</td>
<td>Summarize strategies to prevent the spread of common diseases and health conditions.</td>
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<td>2.1.2.C.3</td>
<td>Determine how personal feelings can affect one’s wellness.</td>
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<td>4</td>
<td>The use of disease prevention strategies in home, school, and community promotes personal health.</td>
<td>2.1.4.C.1</td>
<td>Explain how most diseases and health conditions are preventable.</td>
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<tr>
<td></td>
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<td>2.1.4.C.2</td>
<td>Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.</td>
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<td>2.1.4.C.3</td>
<td>Explain how mental health impacts one’s wellness.</td>
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<td>The early detection and treatment of diseases and health conditions impact one’s health.</td>
<td>2.1.6.C.1</td>
<td>Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.</td>
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<td>2.1.6.C.2</td>
<td>Determine the impact of public health strategies in preventing diseases and health conditions.</td>
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<td>2.1.6.C.3</td>
<td>Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.</td>
</tr>
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<td>6</td>
<td>The prevention and control of diseases and health conditions are affected by many factors.</td>
<td>2.1.8.C.1</td>
<td>Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.</td>
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<td>2.1.8.C.2</td>
<td>Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.</td>
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<td>2.1.8.C.3</td>
<td>Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.</td>
</tr>
<tr>
<td>8</td>
<td>Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.</td>
<td>2.1.12.C.1</td>
<td>Predict diseases and health conditions that may occur during one’s lifespan and speculate on potential prevention and treatment strategies.</td>
</tr>
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<td></td>
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<td>2.1.12.C.2</td>
<td>Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.</td>
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<td>2.1.12.C.3</td>
<td>Determine the emotional, social, and financial impact of mental illness on the family, community, and state.</td>
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<td>2.1.12.C.4</td>
<td>Relate advances in medicine and technology to the diagnosis and treatment of mental illness.</td>
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<td><strong>Content Area</strong></td>
<td><strong>Comprehensive Health and Physical Education</strong></td>
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<tr>
<td><strong>Standard</strong></td>
<td>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</td>
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<tr>
<td><strong>Strand</strong></td>
<td>D. Safety</td>
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<tr>
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</thead>
<tbody>
<tr>
<td><strong>P</strong></td>
<td>Developing an awareness of potential hazards in the environment impacts personal health and safety.</td>
<td>2.1.P.D.1</td>
<td>Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.P.D.2</td>
<td>Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).</td>
</tr>
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<td></td>
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<td>2.1.P.D.3</td>
<td>Identify community helpers who assist in maintaining a safe environment.</td>
</tr>
<tr>
<td></td>
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<td>2.1.P.D.4</td>
<td>Know how to dial 911 for help.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Using personal safety strategies reduces the number of injuries to self and others.</td>
<td>2.1.2.D.1</td>
<td>Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.2.D.2</td>
<td>Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.2.D.3</td>
<td>Identify procedures associated with pedestrian, bicycle, and traffic safety.</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</td>
<td>2.1.4.D.1</td>
<td>Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.4.D.2</td>
<td>Summarize the various forms of abuse and ways to get help.</td>
</tr>
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<td></td>
<td></td>
<td>2.1.4.D.3</td>
<td>Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.</td>
</tr>
<tr>
<td></td>
<td>Applying first-aid procedures can</td>
<td>2.1.4.D.4</td>
<td>Demonstrate simple first-aid procedures for choking, bleeding, burns, and</td>
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</tr>
<tr>
<td><strong>minimize injury and save lives.</strong></td>
<td>poisoning.</td>
<td></td>
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</tr>
<tr>
<td>6</td>
<td><strong>Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</strong></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>2.1.6.D.1 <strong>Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.</strong></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>2.1.6.D.2 <strong>Explain what to do if abuse is suspected or occurs.</strong></td>
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<tr>
<td></td>
<td>2.1.6.D.3 <strong>Summarize the components of the traffic safety system and explain how people contribute to making the system effective.</strong></td>
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</tr>
<tr>
<td>8</td>
<td><strong>Applying first-aid procedures can minimize injury and save lives.</strong></td>
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<tr>
<td></td>
<td>2.1.6.D.4 <strong>Assess when to use basic first-aid procedures.</strong></td>
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</tr>
<tr>
<td></td>
<td>2.1.8.D.1 <strong>Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.</strong></td>
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<tr>
<td></td>
<td>2.1.8.D.2 <strong>Describe effective personal protection strategies used in public places and what to do when one’s safety is compromised.</strong></td>
<td></td>
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<tr>
<td></td>
<td>2.1.8.D.3 <strong>Analyze the causes and the consequences of noncompliance with the traffic safety system.</strong></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>2.1.8.D.4 <strong>Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.</strong></td>
<td></td>
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</tr>
<tr>
<td>12</td>
<td><strong>Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.</strong></td>
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<tr>
<td></td>
<td>2.1.12.D.1 <strong>Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.</strong></td>
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<tr>
<td></td>
<td>2.1.12.D.2 <strong>Explain ways to protect against abuse and all forms of assault and what to do if assaulted.</strong></td>
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<td></td>
<td>2.1.12.D.3 <strong>Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.</strong></td>
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<tr>
<td></td>
<td>2.1.12.D.4 <strong>Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.</strong></td>
<td></td>
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<tr>
<td></td>
<td>2.1.12.D.5 <strong>Summarize New Jersey motor vehicle</strong></td>
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</tr>
</tbody>
</table>
laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).

Applying first-aid procedures can minimize injury and save lives.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Comprehensive Health and Physical Education</th>
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</thead>
<tbody>
<tr>
<td>Standard</td>
<td>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</td>
</tr>
<tr>
<td>Strand</td>
<td>E. Social and Emotional Health</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>By the end of grade</th>
<th>Content Statement</th>
<th>CPI#</th>
<th>Cumulative Progress Indicator (CPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Many factors at home, school, and in the community impact social and emotional health.</td>
<td>2.1.2.E.1</td>
<td>Identify basic social and emotional needs of all people.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.2.E.2</td>
<td>Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.2.E.3</td>
<td>Explain healthy ways of coping with common stressful situations experienced by children.</td>
</tr>
<tr>
<td>4</td>
<td>Many factors at home, school, and in the community impact social and emotional health.</td>
<td>2.1.4.E.1</td>
<td>Compare and contrast how individuals and families attempt to address basic human needs.</td>
</tr>
<tr>
<td></td>
<td>Stress management skills impact an individual’s ability to</td>
<td>2.1.4.E.2</td>
<td>Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.4.E.3</td>
<td>Determine ways to cope with rejection, loss, and separation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.4.E.4</td>
<td>Summarize the causes of stress and</td>
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<td></td>
<td>cope with different types of emotional situations.</td>
<td>explain ways to deal with stressful situations.</td>
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<tr>
<td>6</td>
<td>Social and emotional development impacts all components of wellness.</td>
<td>2.1.6.E.1 Examine how personal assets and protective factors support healthy social and emotional development.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.</td>
<td>2.1.6.E.2 Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.</td>
<td></td>
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<tr>
<td></td>
<td>Stress management skills impact an individual’s ability to cope with different types of emotional situations.</td>
<td>2.1.6.E.3 Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Social and emotional development impacts all components of wellness.</td>
<td>2.1.8.E.1 Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.</td>
<td>2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stress management skills impact an individual’s ability to cope with different types of emotional situations.</td>
<td>2.1.8.E.3 Explain how culture influences the ways families and groups cope with crisis and change.</td>
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<td></td>
<td>2.1.8.E.4 Compare and contrast stress management strategies that are used to address various types of stress-induced situations.</td>
<td></td>
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</tr>
<tr>
<td>12</td>
<td>Respect and acceptance for individuals</td>
<td>2.1.12.E.1 Predict the short- and long-term consequences of unresolved conflicts.</td>
<td></td>
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</table>
regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.

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<tr>
<th>Content Area</th>
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<tbody>
<tr>
<td>Standard</td>
<td>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</td>
</tr>
<tr>
<td>Strand</td>
<td>A. Interpersonal Communication</td>
</tr>
</tbody>
</table>

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<tbody>
<tr>
<td>2</td>
<td>Effective communication may be a determining factor in the outcome of health- and safety-related situations.</td>
<td>2.2.2.A.1</td>
<td>Express needs, wants, and feelings in health- and safety-related situations.</td>
</tr>
<tr>
<td>4</td>
<td>Effective communication may be a determining factor in the outcome of health- and safety-related situations.</td>
<td>2.2.4.A.1</td>
<td>Demonstrate effective interpersonal communication in health- and safety-related situations.</td>
</tr>
<tr>
<td></td>
<td>Effective communication is the basis for strengthening interpersonal</td>
<td>2.2.4.A.2</td>
<td>Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.</td>
</tr>
<tr>
<td>6</td>
<td>Effective communication may be a determining factor in the outcome of health-and safety-related situations.</td>
<td>2.2.6.A.1</td>
<td>Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.</td>
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<tr>
<td>8</td>
<td>Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.</td>
<td>2.2.8.A.1</td>
<td>Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.</td>
</tr>
<tr>
<td></td>
<td>Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.</td>
<td>2.2.8.A.2</td>
<td>Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.</td>
</tr>
<tr>
<td>12</td>
<td>Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.</td>
<td>2.2.12.A.1</td>
<td>Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.</td>
</tr>
<tr>
<td>Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.</td>
<td>2.2.12.A.2</td>
<td>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.</td>
<td></td>
</tr>
<tr>
<td>Technology increases the capacity of individuals to communicate in multiple and diverse ways.</td>
<td>2.2.12.A.3</td>
<td>Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.</td>
<td></td>
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</tbody>
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<tr>
<td>Standard</td>
<td>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</td>
</tr>
<tr>
<td>Strand</td>
<td>B. Decision-Making and Goal Setting</td>
</tr>
</tbody>
</table>

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<tr>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>Effective decision-making skills foster healthier lifestyle choices.</td>
<td>2.2.2.B.1</td>
<td>Explain what a decision is and why it is advantageous to think before acting.</td>
</tr>
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<td></td>
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<td>2.2.2.B.2</td>
<td>Relate decision-making by self and others to one’s health.</td>
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<td></td>
<td></td>
<td>2.2.2.B.3</td>
<td>Determine ways parents, peers, technology, culture, and the media influence health decisions.</td>
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<td>2.2.2.B.4</td>
<td>Select a personal health goal and explain why setting a goal is important.</td>
</tr>
<tr>
<td>4</td>
<td>Many health-related situations require the application of a thoughtful decision-making process.</td>
<td>2.2.4.B.1</td>
<td>Use the decision-making process when addressing health-related issues.</td>
</tr>
<tr>
<td></td>
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<td>2.2.4.B.2</td>
<td>Differentiate between situations when a health-related decision should be made independently or with the help of others.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.2.4.B.3</td>
<td>Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.</td>
</tr>
<tr>
<td>2.2.4.B.4</td>
<td>Develop a personal health goal and track progress.</td>
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<tr>
<td>2.2.6.B.1</td>
<td>Use effective decision-making strategies. Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.</td>
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<td>2.2.6.B.2</td>
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<tr>
<td>2.2.6.B.3</td>
<td>Determine how conflicting interests may influence one’s decisions.</td>
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<tr>
<td>2.2.6.B.4</td>
<td>Apply personal health data and information to support achievement of one’s short- and long-term health goals.</td>
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<thead>
<tr>
<th>2.2.8.B.1</th>
<th>Predict social situations that may require the use of decision-making skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2.8.B.2</td>
<td>Justify when individual or collaborative decision-making is appropriate.</td>
</tr>
<tr>
<td>2.2.8.B.3</td>
<td>Analyze factors that support or hinder the achievement of personal health goals during different life stages.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.2.12.B.1</th>
<th>Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2.12.B.2</td>
<td>Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.</td>
</tr>
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<tr>
<td>Standard</td>
<td>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</td>
</tr>
<tr>
<td>Strand</td>
<td>C. Character Development</td>
</tr>
</tbody>
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<tr>
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<tbody>
<tr>
<td>2</td>
<td>Character traits are often evident in behaviors exhibited by individuals</td>
<td>2.2.2.C.1</td>
<td>Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.</td>
</tr>
<tr>
<td></td>
<td>when interacting with others.</td>
<td>2.2.2.C.2</td>
<td>Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.</td>
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</tr>
<tr>
<td>4</td>
<td>Personal core ethical values impact the health of oneself and others.</td>
<td>2.2.4.C.1</td>
<td>Determine how an individual’s character develops over time and impacts personal health.</td>
</tr>
<tr>
<td>4</td>
<td>Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.</td>
<td>2.2.4.C.2</td>
<td>Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>2.2.4.C.3</td>
<td>Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.</td>
</tr>
<tr>
<td>6</td>
<td>Personal core ethical values impact the behavior of oneself and others.</td>
<td>2.2.6.C.1</td>
<td>Explain how character and core ethical values can be useful in addressing challenging situations.</td>
</tr>
<tr>
<td>6</td>
<td>Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.</td>
<td>2.2.6.C.2</td>
<td>Predict situations that may challenge an individual’s core ethical values.</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>2.2.6.C.3</td>
<td>Develop ways to proactively include peers with disabilities at home, at school, and in community activities.</td>
</tr>
<tr>
<td>8</td>
<td>Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.</td>
<td>2.2.8.C.1</td>
<td>Analyze strategies to enhance character development in individual, group, and team activities.</td>
</tr>
<tr>
<td>8</td>
<td>Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.</td>
<td>2.2.8.C.2</td>
<td>Analyze to what extent various cultures have responded effectively to individuals with disabilities.</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>2.2.8.C.3</td>
<td>Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.</td>
</tr>
<tr>
<td>12</td>
<td>Individual and/or group pressure to be successful</td>
<td>2.2.12.C.1</td>
<td>Analyze the impact of competition on personal character development.</td>
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</table>
in competitive activities can result in a positive or negative impact.

Core ethical values impact behaviors that influence the health and safety of people everywhere.

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<tr>
<td>2</td>
<td>Service projects</td>
<td>2.2.2.D.1</td>
<td>Determine the benefits for oneself and others of participating in a class or school service activity.</td>
</tr>
<tr>
<td>4</td>
<td>Service projects</td>
<td>2.2.4.D.1</td>
<td>Explain the impact of participation in different kinds of service projects on community wellness.</td>
</tr>
<tr>
<td>6</td>
<td>Participation in social and health- or service-organization initiatives have a positive social impact.</td>
<td>2.2.6.D.1</td>
<td>Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.</td>
</tr>
<tr>
<td></td>
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<td>2.2.6.D.2</td>
<td>Develop a position about a health issue in order to inform peers.</td>
</tr>
<tr>
<td>8</td>
<td>Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue</td>
<td>2.2.8.D.1</td>
<td>Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.2.8.D.2</td>
<td>Defend a position on a health or social issue to activate community awareness and responsiveness.</td>
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</table>
Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.

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<td>P</td>
<td>Developing an awareness of potential hazards in the environment impacts personal health and safety.</td>
<td>2.2.P.E.1</td>
<td>Identify community helpers who assist in maintaining a safe environment.</td>
</tr>
<tr>
<td>2</td>
<td>Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.</td>
<td>2.2.2.E.1</td>
<td>Determine where to access home, school, and community health professionals.</td>
</tr>
<tr>
<td>4</td>
<td>Communicating health needs to trusted adults and professionals assists</td>
<td>2.2.4.E.1</td>
<td>Identify health services and resources provided in the school and community and determine how each assists in addressing</td>
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<td>Comprehensive Health and Physical Education</td>
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<td>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.</td>
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<tr>
<td>Strand</td>
<td>A. Medicines</td>
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<tr>
<td>2</td>
<td>Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.</td>
<td>2.3.2.A.1</td>
<td>Explain what medicines are and when some types of medicines are used.</td>
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<td>2.3.2.A.2</td>
<td>Explain why medicines should be administered as directed.</td>
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<td>4</td>
<td>Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.</td>
<td>2.3.4.A.1</td>
<td>Distinguish between over-the-counter and prescription medicines.</td>
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<td>2.3.4.A.2</td>
<td>Determine possible side effects of common types of medicines.</td>
</tr>
<tr>
<td>6</td>
<td>Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.</td>
<td>2.3.6.A.1</td>
<td>Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.</td>
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<tr>
<td></td>
<td></td>
<td>2.3.6.A.2</td>
<td>Compare information found on over-the-counter and prescription medicines.</td>
</tr>
<tr>
<td>8</td>
<td>Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.</td>
<td>2.3.8.A.1</td>
<td>Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.3.8.A.2</td>
<td>Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.</td>
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<td>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.</td>
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<tr>
<td>Strand</td>
<td>B. Alcohol, Tobacco, and Other Drugs</td>
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<tbody>
<tr>
<td>2</td>
<td>Use of drugs in unsafe ways is dangerous and harmful.</td>
<td>2.3.2.B.1</td>
<td>Identify ways that drugs can be abused.</td>
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<tr>
<td></td>
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<td>2.3.2.B.2</td>
<td>Explain effects of tobacco use on personal hygiene, health, and safety.</td>
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<td>2.3.2.B.3</td>
<td>Explain why tobacco smoke is harmful to nonsmokers.</td>
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<td>2.3.2.B.4</td>
<td>Identify products that contain alcohol.</td>
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<td>2.3.2.B.5</td>
<td>List substances that should never be inhaled and explain why.</td>
</tr>
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<td>4</td>
<td>Use of drugs in unsafe ways is dangerous and harmful.</td>
<td>2.3.4.B.1</td>
<td>Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.</td>
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<td>2.3.4.B.2</td>
<td>Compare the short- and long-term physical effects of all types of tobacco use.</td>
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<td>2.3.4.B.3</td>
<td>Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.</td>
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<td></td>
<td></td>
<td>2.3.4.B.4</td>
<td>Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.</td>
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<td></td>
<td>Identify the short- and long-term physical effects of inhaling certain substances.</td>
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<td>6</td>
<td>Explain the system of drug classification and why it is useful in preventing substance abuse.</td>
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<td></td>
<td>Relate tobacco use and the incidence of disease.</td>
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<td></td>
<td>Compare the effect of laws, policies, and procedures on smokers and nonsmokers.</td>
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<td></td>
<td>Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one’s health.</td>
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<td></td>
<td>Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.</td>
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<td></td>
<td>Summarize the signs and symptoms of inhalant abuse.</td>
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<td>Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.</td>
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<td>8</td>
<td>Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.</td>
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<td></td>
<td>Predict the legal and financial consequences of the use, sale, and possession of illegal substances.</td>
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<td></td>
<td>Analyze the effects of all types of tobacco use on the aging process.</td>
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<td></td>
<td>Compare and contrast smoking laws in New Jersey with other states and countries.</td>
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<td></td>
<td>Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.</td>
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<td></td>
<td>Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.</td>
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<td></td>
<td>Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.</td>
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<td>C. Dependency/Addiction and Treatment</td>
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<tr>
<td>2</td>
<td>Substance abuse is caused by a variety of factors.</td>
<td>2.3.2.C.1</td>
<td>Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</td>
</tr>
<tr>
<td></td>
<td>There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.</td>
<td>2.3.2.C.2</td>
<td>Explain that people who abuse alcohol, tobacco, and other drugs can get help.</td>
</tr>
<tr>
<td>4</td>
<td>Substance abuse is</td>
<td>2.3.4.C.1</td>
<td>Identify signs that a person might have an</td>
</tr>
<tr>
<td>6</td>
<td>Substance abuse is caused by a variety of factors.</td>
<td>2.3.6.C.1</td>
<td>Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.</td>
</tr>
<tr>
<td>6</td>
<td>Substance abuse is caused by a variety of factors.</td>
<td>2.3.6.C.2</td>
<td>Explain how wellness is affected during the stages of drug dependency/addiction.</td>
</tr>
<tr>
<td>6</td>
<td>Substance abuse is caused by a variety of factors.</td>
<td>2.3.6.C.3</td>
<td>Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.</td>
</tr>
<tr>
<td>6</td>
<td>Substance abuse is caused by a variety of factors.</td>
<td>2.3.6.C.4</td>
<td>Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.</td>
</tr>
<tr>
<td>8</td>
<td>Substance abuse is caused by a variety of factors.</td>
<td>2.3.8.C.1</td>
<td>Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.</td>
</tr>
<tr>
<td>8</td>
<td>Substance abuse is caused by a variety of factors.</td>
<td>2.3.8.C.2</td>
<td>Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.</td>
</tr>
<tr>
<td>12</td>
<td>The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.</td>
<td>2.3.12.C.1</td>
<td>Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.</td>
</tr>
<tr>
<td>12</td>
<td>The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.</td>
<td>2.3.12.C.2</td>
<td>Analyze the effectiveness of various strategies that support an individual’s ability to stop abusing drugs and remain drug-free.</td>
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commitment, treatment, and the support of family, friends, and others.  

Substance abuse impacts individuals from all cultural and socioeconomic backgrounds.  

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<td>2</td>
<td>The family unit encompasses the diversity of family forms in contemporary society.</td>
<td>2.4.2.A.1</td>
<td>Compare and contrast different kinds of families locally and globally.</td>
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<td>2.4.2.A.2</td>
<td>Distinguish the roles and responsibilities of different family members.</td>
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<td>2.4.2.A.3</td>
<td>Determine the factors that contribute to healthy relationships.</td>
</tr>
<tr>
<td>4</td>
<td>The family unit encompasses the diversity of family forms in contemporary society.</td>
<td>2.4.4.A.1</td>
<td>Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.</td>
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<td></td>
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<td>2.4.4.A.2</td>
<td>Explain why healthy relationships are fostered in some families and not in others.</td>
</tr>
<tr>
<td>6</td>
<td>Healthy relationships require a mutual commitment.</td>
<td>2.4.6.A.1</td>
<td>Compare and contrast how families may change over time.</td>
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<td>2.4.6.A.2</td>
<td>Analyze the characteristics of healthy friendships and other relationships.</td>
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<td>2.4.6.A.3</td>
<td>Examine the types of relationships adolescents may experience.</td>
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<td><strong>2.4.6.A.4</strong></td>
<td>Demonstrate successful resolution of a problem(s) among friends and in other relationships.</td>
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<td><strong>2.4.6.A.5</strong></td>
<td>Compare and contrast the role of dating and dating behaviors in adolescence.</td>
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<tr>
<td><strong>8</strong></td>
<td>The values acquired from family, culture, personal experiences, and friends impact all types of relationships.</td>
<td><strong>2.4.8.A.1</strong></td>
<td>Predict how changes within a family can impact family members.</td>
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<td><strong>2.4.8.A.2</strong></td>
<td>Explain how the family unit impacts character development.</td>
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<td><strong>2.4.8.A.3</strong></td>
<td>Explain when the services of professionals are needed to intervene in relationships.</td>
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<td><strong>2.4.8.A.4</strong></td>
<td>Differentiate between affection, love, commitment, and sexual attraction.</td>
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<td><strong>2.4.8.A.5</strong></td>
<td>Determine when a relationship is unhealthy and explain effective strategies to end the relationship.</td>
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<td><strong>2.4.8.A.6</strong></td>
<td>Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.</td>
</tr>
<tr>
<td><strong>12</strong></td>
<td>Individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals, and provide emotional security for one another.</td>
<td><strong>2.4.12.A.1</strong></td>
<td>Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.</td>
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<td><strong>2.4.12.A.2</strong></td>
<td>Compare and contrast the current and historical role of life commitments, such as marriage.</td>
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<td><strong>2.4.12.A.3</strong></td>
<td>Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.</td>
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<td><strong>2.4.12.A.4</strong></td>
<td>Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.</td>
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<td><strong>2.4.12.A.5</strong></td>
<td>Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent).</td>
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<td><strong>2.4.12.A.6</strong></td>
<td>Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.</td>
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<td></td>
<td>Technology impacts the capacity of individuals to develop and maintain interpersonal relationships.</td>
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<tr>
<td>2</td>
<td>Gender-specific similarities and differences exist between males and females.</td>
<td>2.4.2.B.1</td>
<td>Compare and contrast the physical differences and similarities of the genders.</td>
</tr>
<tr>
<td>4</td>
<td>Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.</td>
<td>2.4.4.B.1</td>
<td>Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.</td>
</tr>
<tr>
<td>6</td>
<td>Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.</td>
<td>2.4.6.B.1</td>
<td>Compare growth patterns of males and females during adolescence.</td>
</tr>
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<td></td>
<td>Responsible actions regarding sexual behavior impact the health of oneself and others.</td>
<td>2.4.6.B.2</td>
<td>Summarize strategies to remain abstinent and resist pressures to become sexually active.</td>
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<td>2.4.6.B.3</td>
<td>Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.</td>
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<td>2.4.6.B.4</td>
<td>Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.</td>
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<tr>
<td>8</td>
<td>Personal lifestyle habits and genetics influence sexual development as well as overall growth</td>
<td>2.4.8.B.1</td>
<td>Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.</td>
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<tr>
<td>Responsible actions regarding sexual behavior impact the health of oneself and others.</td>
<td>2.4.8.B.2</td>
<td>Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.</td>
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<td>2.4.8.B.3</td>
<td>Compare and contrast methods of contraception used by adolescents and factors that may influence their use.</td>
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<td></td>
<td>2.4.8.B.4</td>
<td>Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.</td>
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<tr>
<td>Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.</td>
<td>2.4.8.B.5</td>
<td>Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.</td>
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<tr>
<td>Early detection strategies assist in the prevention and treatment of illness or disease.</td>
<td>2.4.8.B.6</td>
<td>Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.</td>
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<tr>
<td>The decision to become sexually active affects one’s physical, social, and emotional health.</td>
<td>2.4.12.B.1</td>
<td>Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.</td>
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</tr>
<tr>
<td>Responsible actions regarding sexual behavior impact the health of oneself and others.</td>
<td>2.4.12.B.2</td>
<td>Evaluate information that supports abstinence from sexual activity using reliable research data.</td>
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<td>2.4.12.B.3</td>
<td>Analyze factors that influence the choice, use, and effectiveness of contraception, including risk-reduction and risk-elimination strategies.</td>
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<tr>
<td>Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.</td>
<td>2.4.12.B.4</td>
<td>Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.</td>
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</tr>
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<td>Early detection strategies and regular physical exams assist in the prevention and treatment of illness or disease.</td>
<td>2.4.12.B.5</td>
<td>Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, HPV vaccine).</td>
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<td>Strand</td>
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<th>Cumulative Progress Indicator (CPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The health of the birth mother impacts the development of the fetus.</td>
<td>2.4.2.C.1</td>
<td>Explain the factors that contribute to a mother having a healthy baby.</td>
</tr>
<tr>
<td>4</td>
<td>Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.</td>
<td>2.4.4.C.1</td>
<td>Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.</td>
</tr>
<tr>
<td></td>
<td>The health of the birth mother impacts the development of the fetus.</td>
<td>2.4.4.C.2</td>
<td>Relate the health of the birth mother to the development of a healthy fetus.</td>
</tr>
<tr>
<td>6</td>
<td>Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment</td>
<td>2.4.6.C.1</td>
<td>Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.4.6.C.2</td>
<td>Identify the signs and symptoms of pregnancy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.4.6.C.3</td>
<td>Identify prenatal practices that support a healthy pregnancy.</td>
</tr>
</tbody>
</table>
should be provided for the pregnant mother.

Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood.

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</thead>
<tbody>
<tr>
<td>2.4.6.C.4</td>
<td>Predict challenges that may be faced by adolescent parents and their families.</td>
</tr>
</tbody>
</table>

Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one’s life and the lives of others.

8

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>2.4.8.C.1</td>
<td>Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.</td>
</tr>
<tr>
<td>2.4.8.C.2</td>
<td>Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.</td>
</tr>
<tr>
<td>2.4.8.C.3</td>
<td>Determine effective strategies and resources to assist with parenting.</td>
</tr>
<tr>
<td>2.4.8.C.4</td>
<td>Predict short- and long-term impacts of teen pregnancy.</td>
</tr>
<tr>
<td>2.4.8.C.5</td>
<td>Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.</td>
</tr>
</tbody>
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12

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<thead>
<tr>
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<tbody>
<tr>
<td>2.4.12.C.1</td>
<td>Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality.</td>
</tr>
<tr>
<td>2.4.12.C.2</td>
<td>Analyze the relationship of an individual’s lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities.</td>
</tr>
<tr>
<td>2.4.12.C.3</td>
<td>Evaluate the methods and resources available to confirm pregnancy.</td>
</tr>
<tr>
<td>2.4.12.C.4</td>
<td>Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.</td>
</tr>
<tr>
<td>2.4.12.C.5</td>
<td>Evaluate parenting strategies used at various stages of child development based on valid sources of information.</td>
</tr>
<tr>
<td>2.4.12.C.6</td>
<td>Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion,</td>
</tr>
</tbody>
</table>
Analyze factors that affect the decision to become a parent.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Comprehensive Health and Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard</td>
<td>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</td>
</tr>
<tr>
<td>Strand</td>
<td>A. Movement Skills and Concepts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>By the end of grade</th>
<th>Content Statement</th>
<th>CPI#</th>
<th>Cumulative Progress Indicator (CPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.</td>
<td>2.5.P.A.1</td>
<td>Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.5.P.A.2</td>
<td>Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.5.P.A.3</td>
<td>Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).</td>
</tr>
<tr>
<td>2</td>
<td>Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</td>
<td>2.5.2.A.1</td>
<td>Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.5.2.A.2</td>
<td>Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.5.2.A.3</td>
<td>Respond in movement to changes in tempo, beat, rhythm, or musical style.</td>
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<tr>
<td></td>
<td></td>
<td>2.5.2.A.4</td>
<td>Correct movement errors in response to</td>
</tr>
<tr>
<td>4</td>
<td>Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</td>
<td>2.5.4.A.1</td>
<td>Explain and perform <strong>essential elements of movement skills</strong> in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</td>
</tr>
<tr>
<td>2.5.4.A.2</td>
<td>Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</td>
<td></td>
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<tr>
<td>2.5.4.A.3</td>
<td>Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</td>
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<tr>
<td>2.5.4.A.4</td>
<td>Correct movement errors in response to feedback and explain how the change improves performance.</td>
<td></td>
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<tr>
<td>6</td>
<td>Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</td>
<td>2.5.6.A.1</td>
<td>Explain and demonstrate the transition of <strong>movement skills</strong> from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</td>
</tr>
<tr>
<td>2.5.6.A.2</td>
<td>Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</td>
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<tr>
<td>2.5.6.A.3</td>
<td>Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).</td>
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<tr>
<td>2.5.6.A.4</td>
<td>Use self-evaluation and external feedback to detect and correct errors in one’s movement performance.</td>
<td></td>
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<tr>
<td>8</td>
<td>Movement skill performance is primarily impacted by the quality of</td>
<td>2.5.8.A.1</td>
<td>Explain and demonstrate the transition of <strong>movement skills</strong> from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</td>
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<tr>
<td>Content Area</td>
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<tr>
<td>Standard</td>
<td>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strand</td>
<td>B. Strategy</td>
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### By the end of grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Content Statement</th>
<th>CPI#</th>
<th>Cumulative Progress Indicator (CPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Teamwork consists of</td>
<td>2.5.2.B.1</td>
<td>Differentiate when to use competitive and</td>
</tr>
<tr>
<td>Page</td>
<td>Offsets</td>
<td>Description</td>
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<tr>
<td>4</td>
<td>2.5.2.B.2</td>
<td>Explain the difference between offense and defense.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2.5.2.B.3</td>
<td>Determine how attitude impacts physical performance.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2.5.2.B.4</td>
<td>Demonstrate strategies that enable team members to achieve goals.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2.5.4.B.1</td>
<td>Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2.5.4.B.2</td>
<td>Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>2.5.6.B.1</td>
<td>Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>2.5.6.B.2</td>
<td>Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>2.5.8.B.1</td>
<td>Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>2.5.8.B.2</td>
<td>Assess the effectiveness of specific mental strategies applied to improve performance.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>2.5.8.B.3</td>
<td>Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>2.5.12.B.1</td>
<td>Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</td>
<td></td>
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<tr>
<td>12</td>
<td>2.5.12.B.2</td>
<td>Apply a variety of mental strategies to improve performance.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>2.5.12.B.3</td>
<td>Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</td>
<td></td>
</tr>
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</tr>
<tr>
<td>2</td>
<td>Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</td>
<td>2.5.2.C.1</td>
<td>Explain what it means to demonstrate good sportsmanship.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.5.2.C.2</td>
<td>Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</td>
</tr>
<tr>
<td>4</td>
<td>Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</td>
<td>2.5.4.C.1</td>
<td>Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.5.4.C.2</td>
<td>Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</td>
</tr>
<tr>
<td>6</td>
<td>Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</td>
<td>2.5.6.C.1</td>
<td>Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.5.6.C.2</td>
<td>Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.</td>
</tr>
<tr>
<td></td>
<td>There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.</td>
<td>2.5.6.C.3</td>
<td>Relate the origin and rules associated with certain games, sports, and dances to different cultures.</td>
</tr>
<tr>
<td>8</td>
<td>Self-initiated behaviors that promote personal and group success</td>
<td>2.5.8.C.1</td>
<td>Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.</td>
</tr>
<tr>
<td>2.5.8.C.2</td>
<td>Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.</td>
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<tr>
<td>Movement activities provide a timeless opportunity to connect with people around the world.</td>
<td>2.5.8.C.3</td>
<td>Analyze the impact of different world cultures on present-day games, sports, and dance.</td>
<td></td>
</tr>
<tr>
<td>2.5.12.C.1</td>
<td>Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5.12.C.2</td>
<td>Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.</td>
<td>2.5.12.C.3</td>
<td>Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.</td>
<td></td>
</tr>
</tbody>
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<thead>
<tr>
<th>Content Area</th>
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</thead>
<tbody>
<tr>
<td>Standard</td>
<td>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</td>
</tr>
<tr>
<td>Strand</td>
<td>A. Fitness and Physical Activity</td>
</tr>
</tbody>
</table>

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<tr>
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<tr>
<td>P</td>
<td>Developing competence and confidence in gross and fine motor skills provides a foundation</td>
<td>2.6.P.A.1</td>
<td>Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.6.P.A.2</td>
<td>Develop and refine fine motor skills (e.g.,</td>
</tr>
<tr>
<td>2</td>
<td>Appropriate types and amounts of physical activity enhance personal health.</td>
<td>2.6.2.A.1</td>
<td>Explain the role of regular physical activity in relation to personal health.</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>2.6.2.A.2</td>
<td>Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>2.6.2.A.3</td>
<td>Develop a fitness goal and monitor progress towards achievement of the goal.</td>
</tr>
<tr>
<td>4</td>
<td>Each component of fitness contributes to personal health as well as motor skill performance.</td>
<td>2.6.4.A.1</td>
<td>Determine the physical, social, emotional, and intellectual benefits of regular physical activity.</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>2.6.4.A.2</td>
<td>Participate in moderate to vigorous age-appropriate activities that address each component of health-related and <strong>skill-related fitness</strong>.</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>2.6.4.A.3</td>
<td>Develop a <strong>health-related fitness</strong> goal and track progress using health/fitness indicators.</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>2.6.4.A.4</td>
<td>Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.</td>
</tr>
<tr>
<td>6</td>
<td>Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.</td>
<td>2.6.6.A.1</td>
<td>Analyze the social, emotional, and health benefits of selected physical experiences.</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>2.6.6.A.2</td>
<td>Determine to what extent various activities improve <strong>skill-related fitness</strong> versus <strong>health-related fitness</strong>.</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>2.6.6.A.3</td>
<td>Develop and implement a fitness plan based on the assessment of one’s personal fitness level, and monitor health/fitness indicators before, during, and after the program.</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>2.6.6.A.4</td>
<td>Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>2.6.6.A.5</td>
<td>Relate physical activity, healthy eating, and body composition to personal fitness and health.</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>2.6.6.A.6</td>
<td>Explain and apply the training principles of frequency, intensity, time, and type (<strong>FITT</strong>) to improve personal fitness.</td>
</tr>
<tr>
<td>2.6.6.A.7</td>
<td>Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.</td>
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<tr>
<td>8</td>
<td>Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.6.8.A.1</td>
<td>Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</td>
<td></td>
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</tr>
<tr>
<td>2.6.8.A.2</td>
<td>Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.</td>
<td></td>
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</tr>
<tr>
<td>2.6.8.A.3</td>
<td>Analyze how medical and technological advances impact personal fitness.</td>
<td></td>
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</tr>
<tr>
<td>2.6.8.A.4</td>
<td>Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.</td>
<td></td>
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</tr>
<tr>
<td>2.6.8.A.5</td>
<td>Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.</td>
<td></td>
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</tr>
<tr>
<td>2.6.8.A.6</td>
<td>Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.</td>
<td></td>
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</tr>
<tr>
<td>12</td>
<td>Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.</td>
<td></td>
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</tr>
<tr>
<td>2.6.12.A.1</td>
<td>Compare the short- and long-term impact on wellness associated with physical inactivity.</td>
<td></td>
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<tr>
<td>2.6.12.A.2</td>
<td>Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principles.</td>
<td></td>
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</tr>
<tr>
<td>2.6.12.A.3</td>
<td>Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.</td>
<td></td>
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<tr>
<td>2.6.12.A.4</td>
<td>Compare and contrast the impact of health-related fitness components as a measure of fitness and health.</td>
<td></td>
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</tr>
<tr>
<td>2.6.12.A.5</td>
<td>Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance.</td>
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</table>
III) CROSS-CURRICULUM CONTENT STANDARDS

<table>
<thead>
<tr>
<th></th>
<th>Arts</th>
<th>Language Arts</th>
<th>Math</th>
<th>Science</th>
<th>World Language</th>
<th>Technology</th>
<th>21st Century Life and Careers</th>
<th>Social Studies</th>
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<tr>
<td>Wellness (2.1)</td>
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IV) TECHNOLOGY AND 21ST CENTURY LIFE AND CAREERS STANDARDS

TECHNOLOGY STANDARDS
STANDARD 8.1 EDUCATIONAL TECHNOLOGY ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATIVELY TO CREATE AND COMMUNICATE KNOWLEDGE.

8.2 TECHNOLOGY EDUCATION, ENGINEERING AND DESIGN ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL, GLOBAL SOCIETY, AND THE ENVIRONMENT.

21ST CENTURY LIFE SKILLS

STANDARD 9.1: 21ST CENTURY LIFE SKILLS ALL STUDENTS WILL DEMONSTRATE CREATIVE, CRITICAL THINKING, COLLABORATION AND PROBLEM SOLVING SKILLS TO FUNCTION SUCCESSFULLY AS GLOBAL CITIZENS AND WORKERS IN DIVERSE ETHNIC AND ORGANIZATIONAL CULTURES.

STANDARD 9.2: PERSONAL FINANCIAL LITERACY ALL STUDENTS WILL DEVELOP SKILLS AND STRATEGIES THAT PROMOTE PERSONAL AND FINANCIAL RESPONSIBILITY RELATED TO FINANCIAL PLANNING, SAVINGS, INVESTMENT, AND CHARITABLE GIVING IN THE GLOBAL ECONOMY.

STANDARD 9.3: CAREER AWARENESS, EXPLORATION, AND PREPARATION ALL STUDENTS WILL APPLY KNOWLEDGE ABOUT AND ENGAGE IN THE PROCESS OF CAREER AWARENESS, EXPLORATION AND PREPARATION IN ORDER TO NAVIGATE THE GLOBALLY COMPETITIVE WORK ENVIRONMENT OF THE INFORMATION AGE.

STANDARD 9.4: CAREER AND TECHNICAL EDUCATION ALL STUDENTS WHO COMPLETE A CAREER AND TECHNICAL EDUCATION PROGRAM WILL ACQUIRE ACADEMIC AND TECHNICAL SKILLS FOR CAREERS IN EMERGING AND ESTABLISHED PROFESSIONS THAT LEAD TO TECHNICAL SKILL PROFICIENCY, CREDENTIALS, CERTIFICATES, LICENSES, AND/OR DEGREES.
V) **METHODOLOGY**

1. Teachers should use a variety of instructional techniques, including, but not limited to the various components provided by the publisher.
   - textbooks
   - testing materials
   - computer software
   - audio visual materials
   - videos
   - CD’s
   - audio tapes
   - transparencies
   - Internet sites

2. Teachers select/develop activities that encourage students to develop the ability to locate information used in answering questions; use appropriate tools, equipment, and experiences to extend their senses; gather, analyze, assess, and interpret data and performance; construct reasonable explanations and communicate their findings about investigations; demonstrate basic motor skills; achieve lifelong wellness skills through knowledge, skills, attitudes, and practices. These activities include, but are not limited to the following:
   - role-playing
   - writing activities
   - internet websites (including district e-board sites)
   - cooperative learning groups
   - teacher developed activities
   - teacher developed graphic organizers
   - Power Point presentations
   - demonstrations
   - student projects
   - cooperative games
   - physical challenges/activities
   - lead-up games
   - rhythmic activities
   - sportsmanship rules and safety presentations
   - experimental learning activities

3. Students will be able to demonstrate their knowledge of health/physical education content and process skills through a variety of assessment formats. These activities include, but are not limited to the following:
   - rubrics
   - content assessments
• skills assessments
• student projects and presentations
• student reports
• student notebooks
• fitness assessment
• teacher observation
• teacher anecdotal records
HEALTH AND PHYSICAL EDUCATION
COURSE DESCRIPTIONS

PHYSICAL EDUCATION

Kindergarten: This first year is an introduction to physical education. Students will learn to move safely and feel comfortable and confident. Locomotor and non-locomotor movement will be introduced at this level. Personal and general space will be explored. Balance activities and changes in direction will be introduced to improve coordination. Children will learn to respond in movement to changes in beat and rhythm. Basic safety rules and why they are important will also be explored. Games of low organization, physical fitness, and dance will be introduced.

First Grade: In first grade skills learned in kindergarten will be elaborated. In addition, the concept of sportsmanship through team oriented activities will improve.

Second Grade: Skills introduced in first grade will be reviewed. Sportsmanship rules and safety procedures will be emphasized. Developmentally/appropriate games will be introduced.

Third Grade: Second grade skills will be reviewed. Simple strategies, as it involves lead up games, will be introduced. Dance and fitness activities will be presented.

Fourth Grade: Build upon knowledge and skills presented in previous grades. Rules, strategies, and organized large group activities will be emphasized.

Fifth Grade: Build upon knowledge and skills presented in previous grades. Cooperative and competitive strategies will be introduced. Refined movement concepts and specific activity rules will be enhanced.

Sixth Grade: Build upon knowledge and skills presented in previous grades. Assess skill development; enhance participation in, and enjoyment of, grade appropriate activities.

Seventh Grade & Eighth Grade: The seventh and eighth grade course is designed to introduce a wide-variety of activities that promote a lifelong physically active lifestyle. Each unit includes cooperation, teamwork, and physical activities that are essential for the growth of the students. Activities include, but are not limited to, fitness testing, soccer, volleyball, and circuit training which will help students to develop a healthy and active lifestyle.
HEALTH

The Health Curriculum seeks to generate awareness, concern, and a desire within our students to maintain good personal health and safety habits.

**Kindergarten:** Students are introduced to growing inside and out, and how to stay healthy by being active and eating healthy foods. They explore home and travel safety and are introduced to safety while playing. They explore feelings, the family, and are introduced to a healthy community. Character education will be intertwined within the units as well as with Second Steps and Steps to Respect.

**First Grade:** Students will explore their feelings, be introduced to how their body grows and changes, and how to keep active and healthy. They will explore how to keep safe and avoid danger. Students will be introduced to drugs and medicines and discuss family and community helpers. Character education will be intertwined within the units as well as with Second Steps and Steps to Respect.

**Second Grade:** Students will continue to learn about the body and how to care for it by eating properly and keeping fit. They will learn how to stay safe and well. Safe uses of medicines and drugs will be continued. Feelings, family and caring for your neighborhood are discussed. Character education will be intertwined within the units as well as with Second Steps and Steps to Respect.

**Third Grade:** Students will continue to learn about caring for themselves and their bodies. Activities and foods needed for a healthy body will be discussed. Emergency and personal safety will also be addressed. Medicines, drugs, and avoiding alcohol and tobacco are discussed. Discussion of feelings, family and community are enhanced. Character education will be intertwined within the units as well as with Second Steps and Steps to Respect.

**Fourth Grade:** In grade four, there is a more detailed discussion of body systems including an introduction to the reproductive system and the changes occurring in puberty. Children learn to be safe at home and away from home. They will learn to guard against disease. Harmful effects of drugs, tobacco and alcohol will be emphasized. They will explore needs, feelings, families and living in a healthful community. Character education will be intertwined within the units as well as with Second Steps and Steps to Respect.

**Fifth Grade:** The topic of a growing and changing body will be continued with additional emphasis placed on adolescent body changes. Students will explore being a wise consumer. There will be continued discussion on food, nutrition, and keeping fit. Students will learn to plan for safety and prevent violence. They will enhance knowledge of disease and will continue discussion of legal and illegal drugs, tobacco and alcohol. Discussion of feelings, family and working toward a healthful community will be enhanced. Character education will be intertwined within the units as well as with Second Steps and Steps to Respect.
**Sixth Grade:** By grade 6, growth and development, reproduction, and personal and consumer health are further emphasized. Students will explore how to prepare healthful foods. They will continue to discuss keeping active. Students will learn how to stay safe, deal with emergencies, and be introduced to first aid. Controlling disease, as well as drugs and health will continue to be discussed. Students will learn how to set goals and explore their role in family and personal responsibility. Character education will be intertwined within the units as well as with Second Steps and Steps to Respect.

**Seventh Grade:** This year students will explore character education, self-esteem and decision making, safety and first aid, growth and development, alcohol, tobacco and drugs, and human sexuality. This will be accomplished through a variety of activities including, but not limited to, role-playing, writing, research, group and individual hands-on activities.

**Eighth Grade:** This year students will explore character education, careers and decision making, safety and first grade, nutrition, alcohol, tobacco, and drugs, and human sexuality. This will be accomplished through a variety of activities including, but not limited to, role-playing, writing, media and technology, and group and individual hands-on activities.

**ARTICULATION**

Articulation meetings are periodically held intra, as well as inter-departmentally to address programmatic directions in Health and Physical Education.
Unit Title: Fitness Testing  

Grade Level/s: 7/8  

Subject/Topic Areas: Flexibility/Endurance/Strength  

Key Words: Fitness, Flexibility, Speed, Agility, Endurance, Strength  

Unit Designer/s: Health/PE Curriculum Committee  

Time Frame: 2-3 weeks  

School District: Eatontown Public Schools  

School: Memorial  

Link to Content Standards/Interdisciplinary Standards  

Standard 2.5.8 (Motor Skill and Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C  

7.RP.3 (Ratios and Proportions) Use proportional relationships to solve multi-step ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, percent increase and decrease, percent error.  

Standard 9.1 (21st Century Life and Career Skills) All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.  

Standard 2.6.8 (Fitness) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.  

8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.  

Brief Summary of Unit  

Students will be participating in Presidential Physical Fitness challenge. The components include push/sit-ups; pull shuttle run, stretch and mile run. Tests are given twice a year once in the beginning and once at the end of the year to test ones progress.
## Fitness Testing

### What overarching understandings are desired?
- There are multiple fitness components.
- Activity in all fitness areas is essential to complete physical fitness.
- Fostering an appreciation of fitness early lends to a healthier lifestyle.

### What are the overarching “essential” questions?
- How many fitness components are there?
- How do I find activities that affect these fitness components?
- Where does my fitness level rank with others at my level?

### What will students understand as a result of this unit?
- Students will…
  - identify the basic components of health related fitness.
  - complete activities that test these components.
  - describe how fitness enhances wellness.
  - compare results to peer groups.
  - identify lifetime activity affecting fitness components.

### What “essential” and “unit” questions will focus this unit?
- Why are these components used to test your strength, endurance, and flexibility?
- What activities could you do (other than test) to improve these components?
- What do your results tell you about you?
DETERMINE ACCEPTABLE EVIDENCE

Fitness Testing

What evidence will show that students understand the fitness skills?

Performance Tasks, Projects

- Skills test with results compared to national scores.

Quizzes, Tests, Academic Prompts

- Task cards

Unprompted Evidence, Observations, Work Samples

- Teacher observation of the Presidential Physical Fitness challenge.

Student Self-Assessment

- Self-assess in the results comparison with national standards and past performance.
PERFORMANCE TASK
BLUEPRINT

Fitness Testing

Task Title: Fitness Testing  Approximate Time Frame: 42 minutes

What desired understanding/content standards will be assessed through this task?

- Standard 2.5.8 (Motor Skill and Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C
- 7.RP.3 (Ratios and Proportions) Use proportional relationships to solve multi-step ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, percent increase and decrease, percent error.
- Standard 2.6.8 (Fitness) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
- 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

What is the purpose of this assessment task?  Formative  X Summative

Through what authentic performance task will students demonstrate understanding?

- Students will perform fitness test while using proper form and understanding.

What student products/performances will provide evidence of desired understandings?

- Demonstrate proper technique.
- Perform numbers comparable to national standards.
- N/A

By what criteria will student products/performances be evaluated?

- Comparison to national standards

What type of scoring tools will be used for evaluation?

- Analytic Rubric
- Holistic Rubric
- Criterion List
- X Checklist

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BLUEPRINT FOR OTHER EVIDENCE

Fitness Testing

What other evidence will be collected during this unit?

What will be assessed?
X Performance Skill  Understanding  List

How will evidence be collected?
X Quiz/Test  X Teacher notes: Observe Performance  Assignment
X Other: Teacher Observation

What type of assessments will be used?
Selected Response
Academic Response
Brief Constructed Responses
X Observation
Work Sample
Other:

What is the assessment’s purpose?
X Diagnostic  Formative  X Summative

Describe the assessments and state the prompts: Results compared to National standards

What types of scoring tools will be used for evaluation?
Analytic Rubric
Holistic Rubric
Criterion List
X Checklist
Answer Key
PLAN LEARNING EXPERIENCES
AND INSTRUCTION

Fitness Testing

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- fitness improves their overall health and why these exercises are used to test their endurance/strength/flexibility.

Students will need to be able to…
- perform and demonstrate proper techniques during the fitness testing experience.

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Warm-ups
2. Present Unit
3. Demonstrations of component of test
4. Participation (Perform components)
5. Analysis of Performance Personal Performance with national standards and past personal performances
SUPPLEMENTAL RESOURCES

Books: President’s Challenge Manual/Refer to Holt

Suggested Student Reading: http://www.presidentschallenge.org/

Manuals: President’s Challenge Manual/Refer to Holt
SUPPLEMENTAL RESOURCES

Computer Software: Inspiration

Other References:
Understanding by Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: http://www.presidentschallenge.org/
Unit Title: Cooperative Learning

Grade Level/s: 7/8

Subject/Topic Areas: Cooperative Games and Tasks

Key Words: Teamwork, Safety, Listening, Good Sportsmanship, Problem Solving

Unit Designer/s: Health/PE Curriculum Committee

Time Frame: 2 weeks fall/spring

School District: Eatontown Public Schools

School: Memorial

Link to Content Standards/Interdisciplinary Standards

Standard 2.5.8 (Motor Skill and Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.  A-C

7.RP.3 (Ratios and Proportions) Use proportional relationships to solve multi-step ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, percent increase and decrease, percent error.

Standard 9.1 (21st Century Life and Career Skills) All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Standard 2.6.8 (Fitness) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Brief Summary of Unit

In this unit, students will be able to work together, and accept and reject ideas from each other. Students will also be able to appreciate sportsmanship and their individual accomplishments from cooperative tasks.
## IDENTIFY DESIRED RESULTS

### Cooperative Learning

**What overarching understandings are desired?**

- Teamwork is important for group achievement.
- The ability to offer ideas and accept other’s ideas.
- The knowledge to reject other’s ideas properly.
- Working together in games relates to working together in life.

**What are the overarching “essential” questions?**

- How can I be a good teammate?
- How can I offer my ideas and accept others?
- How can I reject my teammate’s ideas properly?
- How does working together in gym relate to working together in class, life, etc.

**What will students understand as a result of this unit?**

Students will understand…

- how to work together, and accept and reject ideas from each other.
- how to appreciate sportsmanship and their individual accomplishments from cooperative tasks.

**What “essential” and “unit” questions will focus this unit?**

- Why is sportsmanship important?
- How can idea exchanges benefit the team?
- What are proper ways to accept rejection?
- How can I learn how to win and how to lose?
**DETERMINE ACCEPTABLE EVIDENCE**

**Cooperative Learning**

What evidence will show that students understand cooperative learning?

**Performance Tasks, Projects**

- Students will accomplish a cooperative task.
- Students will show appreciation of sportsmanship.
- Students will create and offer ideas.
- Students will be able to accept and reject ideas from each other.
- Students will work together

**Quizzes, Tests, Academic Prompts**

- Practical assessment
- Visual and verbal cues

**Unprompted Evidence, Observations, Work Samples**

- Teacher observation

**Student Self-Assessment**

- Peer/Self evaluation of completion of tasks
Cooperative Learning

**Task Title:** Cooperative Learning  **Approximate Time Frame:** 2 Weeks fall, spring

**What desired understanding/content standards will be assessed through this task?**

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<th>Standard 2.5.8  (Motor Skill and Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.  A-C</th>
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**What is the purpose of this assessment task?**  **Formative  X Summative**

**Through what authentic performance task will students demonstrate understanding?**

- Students will participate in cooperative tasks.
- Students will know what is meant by sportsmanship.
- Students will demonstrate their ability to work together.

**What student products/performances will provide evidence of desired understandings?**

- Demonstration  Participation in Tasks  N/A

**By what criteria will student products/performances be evaluated?**

- Teacher observation

**What type of scoring tools will be used for evaluation?**

- Analytic Rubric  Holistic Rubric  Criterion List  X Checklist
BLUEPRINT FOR OTHER EVIDENCE

Cooperative Learning

What other evidence will be collected during this unit?

What will be assessed?
X Skill  X Understanding  List:

How will evidence be collected?
Quiz/Test  Teacher notes  Assignment
X Other: Teacher Observation and Team Assessment

What type of assessments will be used?
Selected Response  Academic Response  Brief Constructed Responses
X Observation  Work Sample  Other:

What is the assessment’s purpose?
Diagnostic  Formative  X Summative

Describe the assessments and state the prompts: Visual and verbal prompts by teachers.

What types of scoring tools will be used for evaluation? N/A
Analytic Rubric  Holistic Rubric  Criterion List  Checklist  Answer Key
**PLAN LEARNING EXPERIENCES AND INSTRUCTION**

## Cooperative Learning

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

<table>
<thead>
<tr>
<th>Students will need to know…</th>
<th>Students will need to be able to…</th>
</tr>
</thead>
<tbody>
<tr>
<td>• how work cooperatively in a safe manner.</td>
<td>• perform various cooperative tasks safely in accordance with directions.</td>
</tr>
</tbody>
</table>

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Warm up with appropriate stretching
2. Present/introduce lesson – norms
3. Demonstration of components
4. Perform the component
5. Teacher analysis of performance
6. Teacher assessment
SUPPLEMENTAL RESOURCES

Books: Pe4life: Developing and Promoting Quality Physical Education by Phil Lawler

Suggested Student Reading: Fun & Easy Games by Jody Brolsma and Jan Kershner

Manuals: Best New Games by Dale LeFevre
Everyone Wins!: Cooperative Games and Activities by Josette Luvmour and Sambhava Luvmour
SUPPLEMENTAL RESOURCES

Computer Software: Inspiration

Other References:
Understanding by Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.pecentral.org/
Unit Title: Flag Football  
Grade Level/s: 7/8

Subject/Topic Areas: Catching, Passing, Positions Offensive, Defensive

Key Words: Thumb-to-Thumb; pinky-to-pinky

Unit Designer/s: Health/PE Curriculum Committee  
Time Frame: 4 weeks

School District: Eatontown Public Schools  
School: Memorial

Link to Content Standards/Interdisciplinary Standards

Standard 2.5.8 (Motor Skill and Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.  A-C

Standard 9.1 (21st Century Life and Career Skills) All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Standard 2.6.8 (Fitness) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Brief Summary of Unit

Students will be introduced to the game of flag football. They will learn offensive and defensive formations, offensive reference skills such as running patterns and defending a receiver, as well as rules and regulations of the game, and as always, stress sportsmanship and safety.
IDENTIFY DESIRED RESULTS

Flag Football

What overarching understandings are desired?

- Sports are a source of exercise.
- Teamwork is essential to team sports.
- Following rules is essential in games and in life.
- Competition enhances the team sport experience.

What are the overarching “essential” questions?

- How can sports help keep participants healthy?
- What are the rules and strategies of flag football?
- How can flag football be played safely?
- How does competition enhance team sports?

What will students understand as a result of this unit?

Students will understand…

- Skills: Passing a football (spiral, shovel pass, pitch)
- Catching: (Thumb to thumb; pinky to pinky; fly trap; finger on tip)
- Defend: (Knees bent; butt down; pump arms)
- Patterns: (Post; flag; fly; seam)
- Positions: (Quarterback; offensive and defense)
- Game play

What “essential” and “unit” questions will focus this unit?

- How would you line up against a faster receiver? (slower receiver)
- How would you play a defender who was faster or slower?
- When would you punt?
- What are the different patterns? Can you tell how you can change them?
- What affects a spiral?
DETERMINE ACCEPTABLE EVIDENCE

Flag Football

What evidence will show that students understand flag football?

Performance Tasks, Projects

- Skills:
  - Throw a spiral to a receiver (covered/uncovered)
  - Catch a spiral from quarterback (covered/uncovered)
  - Defend a receiver
  - Run proper patterns
  - Know different positions
  - Play a regulation game

Quizzes, Tests, Academic Prompts

- Skills test:
  - Throwing
  - Catching
  - Defending
- Written test:
  - Rules
  - Patterns
  - Strategies

Unprompted Evidence, Observations, Work Samples

- Observation of following skills:
  - Throwing
  - Catching
  - Defending
  - Patterns
  - Positions
  - Strategies

Student Self-Assessment

- Practice:
  - How many balls can you throw with a spiral?
  - How many passes can you catch while running patterns?
  - Can you make adjustments?
**Task Title:** Throwing a Spiral

**Approximate Time Frame:** 2 days

**What desired understanding/content standards will be assessed through this task?**

- Standard 2.5.8 (Motor Skill and Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C
- Standard 9.1 (21st Century Life and Career Skills) All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- Standard 2.6.8 (Fitness) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
- 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

**What is the purpose of this assessment task?**

- **X Formative**
- **Summative**

**Through what authentic performance task will students demonstrate understanding?**

- Students will be able to successfully throw a spiral to a receiver and make adjustments to wind, defender, and receivers.

**What student products/performances will provide evidence of desired understandings?**

- Observations - Completing passes while making adjustments.
- Skills test - Completing passes to moving and slow targets.
- Game play - Be able to play a regulation game.

**By what criteria will student products/performances be evaluated?**

- **Observations**
- **Skills test**
- **Game play**

**What type of scoring tools will be used for evaluation?**

- Analytic Rubric
- Holistic Rubric
- Criterion List
- **X Checklist**
BLUEPRINT FOR OTHER EVIDENCE

Flag Football

What other evidence will be collected during this unit?

What will be assessed?
   X Skill                     X Understanding       List:

How will evidence be collected?
   X Quiz/Test                X Teacher notes       X Assignment

   Other:

What type of assessments will be used?
   X Selected Response
   Academic Response
   Brief Constructed Responses
   X Observation
   Work Sample
   Other:

What is the assessment’s purpose?
   Diagnostic               X Formative          Summative

Describe the assessments and state the prompts: Students will be able to complete at least 70% of their passes.

What types of scoring tools will be used for evaluation?
   Analytic Rubric
   Holistic Rubric
   Criterion List
   X Checklist
   Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- Skills: Passing a football (spiral, shovel pass, pitch)
- Catching: (Thumb to thumb; pinky to pinky; fly trap; finger on tip)
- Defend: (Knees bent; butt down; pump arms)
- Patterns: (Post; flag; fly; seam)
- Positions: (Quarterback; offensive and defense)

Students will need to be able to . . .
- use the skills in a regulation game.

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Introduction
   a. safety
   b. rules
2. Skills:
   a. throw a spiral
   b. throw to a stationary target
   c. throw to a moving target
   d. throw to a moving target while being defended.
3. Catching
   a. stationary
   b. while running patterns
   c. verses a defender
4. Defending
5. Game Play
SUPPLEMENTAL RESOURCES

Books: Coaching Kids Flag Football by Danford Chamness

Suggested Student Reading: http://www.usflagfootball.com

Manuals: http://www.usflagfootball.com
SUPPLEMENTAL RESOURCES

Computer Software: Inspiration

Other References:
Understanding by Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: PE Central.com
http://www.usflagfootball.com
Unit Title: Soccer

Grade Level/s: 7/8

Subject/Topic Areas: History/Offense/Defensive Strategies

Key Words: Kicking, Trapping, Heading, Passing, Throwing, Safety

Unit Designer/s: Health/PE Curriculum Committee

Time Frame: 4 weeks

School District: Eatontown Public Schools

School: Memorial

Link to Content Standards/Interdisciplinary Standards

Standard 2.5.8 (Motor Skill and Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C

Standard 9.1 (21st Century Life and Career Skills) All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Standard 2.6.8 (Fitness) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Brief Summary of Unit

During the soccer unit students will get a brief description on the history of soccer, and develop the basic skills needed to play the sport. Students will have knowledge of offensive and defensive strategies, as well as, field dimensions and positions.
What overarching understandings are desired?

- Sports are a form of exercise.
- Teamwork is an essential part of team sports.
- Following rules is essential in sports and in life.
- Implementing advanced strategies and concepts enhances competition.

What are the overarching “essential” questions?

- How can sports keep me healthy?
- How will team work enhance the game?
- What advanced concept or strategies will enhance the game?

What will students understand as a result of this unit?

Students will understand…

- Skills:
  - Dribbling (right foot/left foot, inside and out)
  - Passing (left foot/right foot)
  - Shooting (left foot/right foot)
  - Heading
  - Trapping (Whole body)
  - Offensive/Defensive Concepts

- Rules
  - Penalties
  - Safety
- Strategies
  - Offense and Defense

What “essential” and “unit” questions will focus this unit?

- What’s the difference between short and hard, and soft and long?
- What’s the difference between man and zone defenses?
- When do you perform:
  - corner?
  - goal?
  - penalty kick?
What evidence will show that students understand soccer?

Performance Tasks, Projects

Practice:
- Skills:
  - Dribbling (right foot/left foot, inside and out)
  - Passing (left foot/right foot)
  - Shooting (left foot/right foot)
  - Heading
  - Trapping (Whole body)
  - Offensive/Defensive Concepts
- Lead-up games
  - Line soccer
  - 3V3
  - Indoor
  - World Cup
  - Play regulation game

Quizzes, Tests, Academic Prompts

- Teacher observations
- Written tests
- Skills tests

Unprompted Evidence, Observations, Work Samples

- Teacher observation of students during work on the performance tasks.

Student Self-Assessment

- Self-assess while executing tasks
- Self-assess by asking questions
**Performance Task Blueprint**

**Task Title:** Soccer  
**Approximate Time Frame:** 2 weeks

**What desired understanding/content standards will be assessed through this task?**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5.8</td>
<td>(Motor Skill and Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C</td>
</tr>
<tr>
<td>9.1</td>
<td>(21st Century Life and Career Skills) All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</td>
</tr>
<tr>
<td>2.6.8</td>
<td>(Fitness) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</td>
</tr>
</tbody>
</table>

**What is the purpose of this assessment task?**  
X Formative  
Summative

**Through what authentic performance task will students demonstrate understanding?**

- Dribbling skills
- Written test

**What student products/performances will provide evidence of desired understandings?**

| Observation | Written Test | N/A |

**By what criteria will student products/performances be evaluated?**

- Observations
- Skills test
- Written test

**What type of scoring tools will be used for evaluation?**

- Analytic Rubric
- Holistic Rubric
- Criterion List
- X Checklist

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BLUEPRINT FOR OTHER EVIDENCE

Soccer

What other evidence will be collected during this unit?

What will be assessed?
X Skill  X Understanding  List:

How will evidence be collected?
X Quiz/Test  X Teacher notes  Assignment
Other:

What type of assessments will be used?
Selected Response
Academic Response
Brief Constructed Responses
X Observation
Work Sample
Other:

What is the assessment’s purpose?
Diagnostic  Formative  X Summative

Describe the assessments and state the prompts: Student will be able to dribble using both feet through course, and do it properly.

What types of scoring tools will be used for evaluation?
Analytic Rubric
X Checklist
X Answer Key
  Checklist
  Answer Key

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PLAN LEARNING EXPERIENCES AND INSTRUCTION

Soccer

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

<table>
<thead>
<tr>
<th>Students will need to know…</th>
<th>Students will need to be able to…</th>
</tr>
</thead>
<tbody>
<tr>
<td>● how to dribble using both left &amp; right foot.</td>
<td>● dribble through cones &amp; against a defender.</td>
</tr>
</tbody>
</table>

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Warm up with appropriate stretching
2. Safety check (sneakers)
3. Present/introduce lessons
4. Demonstrate skills
5. Review movement patterns integrating spatial awareness
6. Participate in modified and lead-up games
7. Assess student’s performance through games and partner activities
SUPPLEMENTAL RESOURCES

Books: Sports Rules Book by Hanlon

Suggested Student Reading: So You Wanna Learn The Basics of Soccer

Manuals: Ultimate Soccer Coaching 4 to 8 Years by VG Sports Inc.
### SUPPLEMENTAL RESOURCES

**Computer Software:** FIFA Soccer by EA Sports

**Other References:**
Understanding by Design, McTigh & Wiggins 1999
Washington Public Schools

**Web References:**
- [www.coachingsoccerforkids.com](http://www.coachingsoccerforkids.com)
- [www.howtoplayoccer.com](http://www.howtoplayoccer.com)
Unit Title: Basketball  
Grade Level/s: 7/8

Subject/Topic Areas: Basic Skills, Basic Rules, Positions, Strategies

Key Words: Pass, Dribble, Shooting, Offense, Defense, Safety, Man-Man, Zone, Free Throw, Bounce Pass, Chest Pass, Jump Shot, Lay-Up, Overhand

Unit Designer/s: Health/PE Curriculum Committee  
Time Frame: 4 weeks

School District: Eatontown Public Schools  
School: Memorial

Link to Content Standards/Interdisciplinary Standards

Standard 2.5.8 (Motor Skill and Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C

Standard 9.1 (21st Century Life and Career Skills) All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Standard 2.6.8 (Fitness) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Brief Summary of Unit

During the basketball unit, students will review basic skills and rules of the sport. Students will have knowledge of offensive and defensive strategies, sets, teamwork, and rules, as well as skills.
What overarching understandings are desired?

- Sports are a form of exercise.
- Teamwork is an essential part of team sports.
- Following rules is essential in sports and in life.
- Mastery of skills is essential to competition.
- A complete player demonstrates every skill.

What are the overarching “essential” questions?

- How does basketball involve cardiovascular exercise?
- What are the rules and terminology for basketball?
- How and when do I apply learned skills in competition?
- How can I demonstrate proper teamwork for basketball?

What will students understand as a result of this unit?

Students will understand…

- Skills:
  - Dribbling (right hand/left hand)
  - Passing (bounce, overhead, chest)
  - Shooting (lay-up, set shot, jump shot)
- Rules
  - Penalties
  - Safety
- Strategies
  - Offense and Defense

What “essential” and “unit” questions will focus this unit?

- Why is basketball a team sport?
- How do you dribble?
- What pass would you use in different situations?
- Describe a free throw?
- When is it good to use man to man defense?
What evidence will show that students understand basketball?

**Performance Tasks, Projects**

- Skills:
  - Dribbling (right hand/left hand)
  - Passing (bounce, overhead, chest)
  - Shooting (lay-up, set shot, jump shot, free throw)

**Quizzes, Tests, Academic Prompts**

- Teacher observations
- Written tests
- Skills tests

**Unprompted Evidence, Observations, Work Samples**

- Teacher observations of students performing skills (passing shooting, dribbling).

**Student Self-Assessment**

- Self-assess skills during play.
- Ask questions:
  - How many passes can you make as a defender?
  - How many free throws can you make in a row?
  - Can you continue to dribble as a defender?
Basketball

**Task Title:** Basketball  
**Approximate Time Frame:** 4 weeks

**What desired understanding/content standards will be assessed through this task?**

- **Standard 2.5.8 (Motor Skill and Development)** All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C

- **Standard 9.1 (21st Century Life and Career Skills)** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- **Standard 2.6.8 (Fitness)** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**What is the purpose of this assessment task?**  
X Formative  
Summative

**Through what authentic performance task will students demonstrate understanding?**

- Teacher observation of play
- Dribbling and shooting skills
- Written test

**What student products/performances will provide evidence of desired understandings?**

<table>
<thead>
<tr>
<th>Observation</th>
<th>Written Test</th>
<th>N/A</th>
</tr>
</thead>
</table>

**By what criteria will student products/performances be evaluated?**

- Observations
- Skills test
- Written test

**What type of scoring tools will be used for evaluation?**

Analytic Rubric  
Holistic Rubric  
Criterion List  
X Checklist
# BLUEPRINT FOR OTHER EVIDENCE

## Basketball

What other evidence will be collected during this unit?

<table>
<thead>
<tr>
<th>What will be assessed?</th>
<th>X Skill</th>
<th>X Understanding</th>
<th>List:</th>
</tr>
</thead>
</table>

**How will evidence be collected?**

<table>
<thead>
<tr>
<th>X Quiz/Test</th>
<th>X Teacher observation</th>
<th>Assignment</th>
</tr>
</thead>
</table>

Other:

**What type of assessments will be used?**

- Selected Response
- Academic Response
- Brief Constructed Responses
- X Observation
- Work Sample
- Other:

**What is the assessment’s purpose?**

<table>
<thead>
<tr>
<th>Diagnostic</th>
<th>Formative</th>
<th>X Summative</th>
</tr>
</thead>
</table>

Describe the assessments and state the prompts: Students will be able to successfully shoot at least a 50% of their free throws.

**What types of scoring tools will be used for evaluation?**

- Analytic Rubric
- X Holistic Rubric
- Criterion List
- X Checklist
- X Answer Key
PLAN LEARNING EXPERIENCES AND INSTRUCTION

Basketball

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

<table>
<thead>
<tr>
<th>Students will need to know…</th>
<th>Students will need to be able to…</th>
</tr>
</thead>
<tbody>
<tr>
<td>● how to dribble using both left &amp; right hand.</td>
<td>● perform basic dribbling.</td>
</tr>
<tr>
<td>● basic shooting skills.</td>
<td>● perform shooting skills in a modified game.</td>
</tr>
<tr>
<td>● basic rules.</td>
<td></td>
</tr>
</tbody>
</table>

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Warm up with appropriate stretching
2. Safety Rules
3. Present/introduce lessons
   - Skills (Dribble, pass, shoot)
   - Strategies (Offense/Defense)
4. Participate in modified games
5. Assess student’s performance through games and partner activities
SUPPLEMENTAL RESOURCES

Books: Basketball Skills and Drills by Jerry Krause and Don Meyer
      Effective High/Low Post Player Moves by Theresa Grentz

Suggested Student Reading: J is for Jump Shot: A Basketball Alphabet Edition 1 by
      Michael Umler and Mark Braught
      Basketball: A History of Hoops (The Watts History of Sports) by Mark Stewart

Manuals: How Basketball Works By Keltie Thomas and Greg Hall
      Dean Smith’s Point Zone Defense by Dean Smith
SUPPLEMENTAL RESOURCES

Computer Software: Rules of the Game by Atari

Other References:
Understanding by Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.jumpshotclub.com
www.nba.com
**Unit Title:** Volleyball                      **Grade Level/s:** 7/8

**Subject/Topic Areas:** Basic Skills, Basic Rules, Positions, History, Strategies

**Key Words:** Serve, Set, Volley, Bump, Rotation, Boundaries, Safety, Spike, Block, Positions

**Unit Designer/s:** Health/PE Curriculum Committee  **Time Frame:** 6 weeks

**School District:** Eatontown Public Schools  **School:** Memorial

**Link to Content Standards/Interdisciplinary Standards**

- **Standard 2.5.8 (Motor Skill and Development)** All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C

- **Standard 9.1 (21st Century Life and Career Skills)** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- **Standard 2.6.8 (Fitness)** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Brief Summary of Unit**

During the volleyball unit students will get a brief description on the history of volleyball, and develop the basic skills needed to play the sport. Students will have knowledge of basic strategies and spatial awareness on the court. Students will learn the different positions of the sport. The unit will end with a round robin tournament of games.
**What overarching understandings are desired?**
- Sports are a form of exercise.
- Volleyball is a lifetime sport.
- Teamwork is an essential part of team sports.
- Following rules is essential in sports and in life.
- Basic skills precede competition.
- Spatial awareness on the court enhances the game.

**What are the overarching “essential” questions?**
- How can sports keep me healthy?
- How will team work enhance the game?
- What basic skills should I know?
- What is considered my own space?

**What will students understand as a result of this unit?**
- Serving (Overhand, Underhand)
- Setting
- Digs
- Scoring
- Safety
- Spiking
- Blocking
- Violation
- Scoring
- Safety
- Rotation
- Strategies
- Playing in your own position

**What “essential” and “unit” questions will focus this unit?**
- Why is volleyball a team sport?
- How do you score in volleyball?
- What are the rules in volleyball?
- When do you perform a serve and/or set?
- How and when do you rotate?
- What are the different positions?
## DETERMINE ACCEPTABLE EVIDENCE

### Volleyball

What evidence will show that students understand volleyball?

#### Performance Tasks, Projects

- **Practice:**
  - Skills
  - Serving (overhand, underhand)
  - Setting
  - Digs
  - Safety
  - Spiking
- **Strategies**
  - Play modified games/regulation games

- **Lead-up games**
  - Neoncombe
  - Modified volleyball
  - Unlimited hits
  - One bounce

- **Rules**
  - Violations
  - Scoring
  - Safety
  - Rotation

#### Quizzes, Tests, Academic Prompts

- Teacher observations
- Written tests or rules strategy and position
- Skills tests

#### Unprompted Evidence, Observations, Work Samples

- Teacher observations of students performing skills.

#### Student Self-Assessment

- Self-assess skills and strategies while playing the game.
- Self-assess by asking questions.
**Task Title:** Volleyball  
**Approximate Time Frame:** 6 weeks

**What desired understanding/content standards will be assessed through this task?**

Standard 2.5.8 (Motor Skill and Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C

Standard 9.1 (21st Century Life and Career Skills) All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Standard 2.6.8 (Fitness) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**What is the purpose of this assessment task?**  
X Formative    Summative

**Through what authentic performance task will students demonstrate understanding?**

- Teacher Observation of Play
- Written Test

**What student products/performances will provide evidence of desired understandings?**

- Observation
- Written Test
- N/A

**By what criteria will student products/performances be evaluated?**

- Observation
- Skills test
- Written test

**What type of scoring tools will be used for evaluation?**

- Analytic Rubric
- Holistic Rubric
- Criterion List
- X Checklist
BLUEPRINT FOR OTHER EVIDENCE

Volleyball

What other evidence will be collected during this unit?

What will be assessed?
- X Skill
- X Understanding
- List

How will evidence be collected?
- X Quiz/Test
- X Teacher observation
- Assignment

Other:

What type of assessments will be used?
- Selected Response
- Academic Response
- Brief Constructed Responses
- X Observation
- Work Sample
- Other:

What is the assessment’s purpose?
- Diagnostic
- X Formative
- Summative

Describe the assessments and state the prompts: Students will be able to perform basic volleyball skills properly while playing in a regulation volleyball game.

What types of scoring tools will be used for evaluation?
- Analytic Rubric
- Holistic Rubric
- Criterion List
- X Checklist
- X Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- the rules of volleyball.
- how to score.
- positions.
- basic rules.

Students will need to be able to…
- serve, volley, score, rotate and dig.
- play a regulation game.

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Warm up with appropriate stretching
2. Present Safety Instructions
3. Present/introduce lessons
4. Demonstrate/ perform modified games
5. Participate in regulation games
6. Assess student’s performance through games and partner activities
**SUPPLEMENTAL RESOURCES**

<table>
<thead>
<tr>
<th>Books: Volleyball Skills and Drills by Jim Bertoli</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaching Volleyball by Linda Asher</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested Student Reading: Becoming a Champion Setter by John Dunning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bump! Set! Spike! You can Play Volleyball by</td>
</tr>
<tr>
<td>Nick Fauchald and Ronnie Rooney</td>
</tr>
</tbody>
</table>

| Manuals: The Volleyball Coaching Bible by Donald Shondell and Cecile Reynaud |
SUPPLEMENTAL RESOURCES

Computer Software: Inspiration

Other References:
Understanding by Design, McTighe & Wiggins 1999
Washington Public Schools

Web References: www.pecentral.org/websites/volleyball.com
www.bubbletoonia.com
Unit Title: Floor Hockey

Grade Level/s: 7/8

Subject/Topic Areas: Offense/Defense

Key Words: Pass, Shoot, Offense, Defense, Safety, Stick Handling, Grip, Penalties

Unit Designer/s: Health/PE Curriculum Committee

Time Frame: 4 Weeks

School District: Eatontown Public Schools

School: Memorial

Link to Content Standards/Interdisciplinary Standards

- Standard 2.5.8 (Motor Skill and Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C

- Standard 9.1 (21st Century Life and Career Skills) All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- Standard 2.6.8 (Fitness) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Brief Summary of Unit

During this unit students will be introduced to floor hockey and develop the basic skills needed to play this sport. Students will have knowledge of basic offense and defense. Safety and positions also will be introduced.
# IDENTIFY DESIRED RESULTS

## Floor Hockey

### What overarching understandings are desired?
- Floor hockey is a form of exercise.
- Basic skills precede competition.
- Following rules is important in games and life.
- Safe use of equipment eliminates injuries.

### What are the overarching “essential” questions?
- What are the basic skills of floor hockey?
- What are the rules of floor hockey?
- How can I play safely?

### What will students understand as a result of this unit?
Students will understand…
- Knowledge of basic hockey skills
  - Dribbling
  - Passing
  - Shooting
  - Blocking
- Rules
  - Safety
  - Penalties
- Strategies
  - Offense/Defense
  - Game play

### What “essential” and “unit” questions will focus this unit?
- How do I dribble, pass, and shoot?
- How do I stick handle safely and effectively?
- What are the different penalties?
- What are the outcomes of a penalty?
**DETERMINE ACCEPTABLE EVIDENCE**

**Floor Hockey**

What evidence will show that students understand floor hockey?

### Performance Tasks, Projects

- Knowledge of basic hockey skills
  - dribbling
  - passing
  - shooting
  - blocking
- Rules
  - safety
  - penalties
- Strategies
  - Offense/Defense

### Quizzes, Tests, Academic Prompts

- Teacher observations
- Written tests

### Unprompted Evidence, Observations, Work Samples

- Teacher observation of students performing the skills of:
  - dribbling
  - passing
  - shooting
  - blocking

### Student Self-Assessment

- Self-assess while executing tasks.
- Self-assess by asking questions.
**PERFORMANCE TASK BLUEPRINT**

**Floor Hockey**

**Task Title:** Floor Hockey  
**Approximate Time Frame:** 4 Weeks

**What desired understanding/content standards will be assessed through this task?**

- **Standard 2.5.8 (Motor Skill and Development)** All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C
- **Standard 9.1 (21st Century Life and Career Skills)** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- **Standard 2.6.8 (Fitness)** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**What is the purpose of this assessment task?**  
X Formative  
Summative

**Through what authentic performance task will students demonstrate understanding?**

- Written test
- Field play

**What student products/performances will provide evidence of desired understandings?**

<table>
<thead>
<tr>
<th>Observation</th>
<th>Written Test</th>
<th>N/A</th>
</tr>
</thead>
</table>

**By what criteria will student products/performances be evaluated?**

- Observation
- Written test
- Field play

**What type of scoring tools will be used for evaluation?**

- Analytic Rubric
- Holistic Rubric
- Criterion List
- X Checklist

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What other evidence will be collected during this unit?

What will be assessed?
- X Skill
- Understanding
- List

How will evidence be collected?
- X Quiz/Test
- X Teacher notes
- Assignment

Other:

What type of assessments will be used?
- Selected Response
- Academic Response
- Brief Constructed Responses
- X Observation
- Work Sample
- Other:

What is the assessment’s purpose?
- Diagnostic
- X Formative
- Summative

Describe the assessments and state the prompts: Students will be able to pass, dribble, shoot, stay in position, defend and cooperate at various skill levels of game play.

What types of scoring tools will be used for evaluation?
- Analytic Rubric
- Holistic Rubric
- Criterion List
- X Checklist
- Answer Key
PLAN LEARNING EXPERIENCES
AND INSTRUCTION

Floor Hockey

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- how to dribble.
- how to pass.
- how to shoot.
- how to block.
- Offense/Defense

Students will need to be able to…
- dribble.
- pass.
- shoot.
- block.
- know Offense/Defense.

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Introduction:
   a. safety
   b. rules
2. Skills:
   a. passing
   b. dribbling
   c. shooting
   d. blocking
3. Offense/Defense
4. Game Play
SUPPLEMENTAL RESOURCES

Books: Play by Play Hockey by Mike Foley and Andy King

Suggested Student Reading: Hockey’s Young Superstars by Jeff Rudd

Manuals: NIRSA Floor Hockey Rules and Official’s Manual by Jeff Dvorak
SUPPLEMENTAL RESOURCES

Computer Software: Inspiration

Other References:
Understanding by Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.sonj.org/Program/Sports/Floor Hockey.html
Unit Title: Circuit Training  
Grade Level/s: 7/8

Subject/Topic Areas: Aerobic/Anaerobic exercise/ Maximum Heart Rate

Key Words: Pulse, Bench Press, Flies, Squats, Lunges

Unit Designer/s: Health/PE Curriculum Committee  
Time Frame: 4 weeks

School District: Eatontown Public Schools  
School: Memorial

Link to Content Standards/Interdisciplinary Standards

Standard 2.5.8 (Motor Skill and Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C

7.RP.1 (Ratios and Proportions) Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.

Standard 9.1 (21st Century Life and Career Skills) All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Standard 2.6.8 (Fitness) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Brief Summary of Unit

The students will be introduced to both aerobic and anaerobic exercise through a series of circuits. Students also will learn how to take their pulse, how hard or not they are working out, and analyze what that means.
IDENTIFY DESIRED RESULTS

Circuit Training

What overarching understandings are desired?

- Individual fitness leads to a healthy lifestyle.
- There are many ways to stay fit.
- Aerobic activity increases cardiovascular health.
- Anaerobic activity increases your overall strength.
- Overall fitness fosters a positive self image.

What are the overarching “essential” questions?

- How does fitness help maintain good health?
- What are some fitness activities?
- How does aerobic activity affect your heart?
- How does anaerobic activity affect your health?
- What is target heart rate?

What will students understand as a result of this unit?

Students will understand…
- by performing each circuit properly.
- being able to take their pulse to find their target heart rate.
- how each exercise affects their body and why.

What “essential” and “unit” questions will focus this unit?

- Why it is important to use proper form while exercising?
- Why do we take our heart rate at the end of the work out?
- What muscles are being used when doing a bench press?
What evidence will show that students understand circuit training?

Performance Tasks, Projects

- Students will be able to demonstrate understanding of each circuit by performing each exercise properly.
- Students will also be able to take their pulse and find their target rates.

Quizzes, Tests, Academic Prompts

- Observation
- Performance cards

Unprompted Evidence, Observations, Work Samples

- Observation of student performance
- Checking performance
- Cards for understanding

Student Self-Assessment

- Spotter’s observation and correcting
- Performing exercise
- Checking heart rate against main board
**PERFORMANCE TASK BLUEPRINT**

**Circuit Training**

**Task Title:** Circuit Training  
**Approximate Time Frame:** 4 weeks

What desired understanding/content standards will be assessed through this task?

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5.8</td>
<td>(Motor Skill and Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C</td>
</tr>
<tr>
<td>7.RP.1</td>
<td>(Ratios and Proportions) Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.</td>
</tr>
<tr>
<td>2.6.8</td>
<td>(Fitness) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</td>
</tr>
<tr>
<td>8.1</td>
<td>(Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.</td>
</tr>
</tbody>
</table>

What is the purpose of this assessment task?  
X Formative  
Summative

Through what authentic performance task will students demonstrate understanding?

- Students will be able to perform each task properly and tell what type of exercise they are performing as well as whether it is aerobic or anaerobic.
- Students will also be able to check heart rate against the main board to check performance.

What student products/performances will provide evidence of desired understandings?

- Observations
- Performance Cards
- N/A

By what criteria will student products/performances be evaluated?

- Students will be observed through observations during training as well as checking performance cards.

What type of scoring tools will be used for evaluation?

- Analytic Rubric
- Holistic Rubric
- Criterion List
- X Checklist
What other evidence will be collected during this unit?

What will be assessed?
X Skill  
X Understanding

How will evidence be collected?
Quiz/Test  
X Teacher notes  
X Assignment

Other:

What type of assessments will be used?
X Selected Response  
X Academic Response  
Brief Constructed Responses  
X Observation  
Work Sample  
Other:

What is the assessment’s purpose?
Diagnostic  
X Formative  
Summative

Describe the assessments and state the prompts: Students will be able to complete a full circuit and do so while keeping their heart rate in the desired zone.

What types of scoring tools will be used for evaluation?
Analytic Rubric  
Holistic Rubric  
X Criterion List  
X Checklist  
Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- why they take and analyze heart rate zone.
- what muscles or body parts each exercise works on.

Students will need to be able to…
- take and analyze their target heart.
- perform each circuit.

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Safety
   a. weights
   b. storage
   c. rules

2. Warm-ups

3. Circuits
   a. chest
      1. bench press
      2. flies
   b. jump rope
   c. Abs
      1. crunches
      2. AB roller
   d. Run/walk
   e. legs
      1. Squats
      2. lunges
   f. jump rope
   g. shoulders
      1. flies
      2. upright rolls
   h. run/walk
   i. back
      1. close/wide
      2. grip pull ups
   j. arms
      1. curls
      2. extensions
   k. target heart rate zone
SUPPLEMENTAL RESOURCES

Books: Circuit Training for All Sports by M. Scholich

Suggested Student Reading: Heart rate monitor, handout

Manuals: N/A
SUPPLEMENTAL RESOURCES

Computer Software: Inspiration

Other References:
Understanding by Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: PE Central.com
Unit Title: Lacrosse  
Grade Level/s: 7/8

Subject/Topic Areas: Basic Skills, Basic Rules, Positions, History and Strategies

Key Words: Throwing, Catching, Scooping, Cradling, Stick, Check

Unit Designer/s: Health/PE Curriculum Committee  
Time Frame: 2 weeks fall/spring

School District: Eatontown Public Schools  
School: Memorial

Link to Content Standards/Interdisciplinary Standards

Standard 2.5.8 (Motor Skill and Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C

Standard 9.1 (21st Century Life and Career Skills) All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Standard 2.6.8 (Fitness) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Brief Summary of Unit

Students will be introduced to basic skills and strategies of the game of lacrosse. They will learn positions, rules, skills, and overall game play.
### IDENTIFY DESIRED RESULTS

**Lacrosse**

<table>
<thead>
<tr>
<th>What overarching understandings are desired?</th>
<th>What are the overarching “essential” questions?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sports are a form of exercise.</td>
<td>• How can sports keep you healthy?</td>
</tr>
<tr>
<td>• Teamwork is an essential part of team sports.</td>
<td>• How will teamwork enhance the game?</td>
</tr>
<tr>
<td>• Following rules are essential in sports and life.</td>
<td>• What strategies and concepts enhance the game?</td>
</tr>
<tr>
<td>• Implementing strategies and concepts enhance competition.</td>
<td>• What are the rules of lacrosse?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What will students understand as a result of this unit?</th>
<th>What “essential” and “unit” questions will focus this unit?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand…</td>
<td>• What are the positions?</td>
</tr>
<tr>
<td>• Skills:</td>
<td>• Why is it important to learn the skills?</td>
</tr>
<tr>
<td>- throwing</td>
<td>• What are some important strategies?</td>
</tr>
<tr>
<td>- scooping</td>
<td></td>
</tr>
<tr>
<td>- shooting</td>
<td></td>
</tr>
<tr>
<td>- cradling</td>
<td></td>
</tr>
<tr>
<td>• Safety</td>
<td></td>
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<tr>
<td>• Positions</td>
<td></td>
</tr>
<tr>
<td>• Rules</td>
<td></td>
</tr>
</tbody>
</table>
**Determine Acceptable Evidence**

**Lacrosse**

What evidence will show that students understand lacrosse?

**Performance Tasks, Projects**

- Students will be able to show an understanding of basic skills by demonstrations in lead up activities before game play.
- During game play, students will demonstrate basic knowledge of strategies by competing in a regulation game.

**Quizzes, Tests, Academic Prompts**

- Observations
- Skills tests
- Written tests

**Unprompted Evidence, Observations, Work Samples**

- Teacher observations during skills practice.
- Participation in game play.

**Student Self-Assessment**

- Success in skills practice
- Able to compete in basic game play.
**Task Title:** Lacrosse  
**Approximate Time Frame:** 4 Weeks

What desired understanding/content standards will be assessed through this task?

- Standard 2.5.8 (Motor Skill and Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C
- Standard 9.1 (21st Century Life and Career Skills) All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- Standard 2.6.8 (Fitness) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

What is the purpose of this assessment task?  
X Formative  
Summative

Through what authentic performance task will students demonstrate understanding?

- Students will engage in basic skills as well as simple game play.

What student products/performances will provide evidence of desired understandings?

| Observation during skills practice. | Observation of game play. | N/A |

By what criteria will student products/performances be evaluated?

- Observation and skill tests.

What type of scoring tools will be used for evaluation?

| Analytic Rubric | Holistic Rubric | Criterion List | X Checklist |

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What other evidence will be collected during this unit?

What will be assessed?
X Skill
X Understanding
List:

How will evidence be collected?
X Quiz/Test
X Teacher notes
Assignment
Other:

What type of assessments will be used?
X Selected Response
X Academic Response
  Brief Constructed Responses
X Observation
  Work Sample
Other:

What is the assessment’s purpose?
Diagnostic
X Formative
Summative

Describe the assessments and state the prompts: Students will be able to perform in a regulation game understanding basic skills and strategies.

What types of scoring tools will be used for evaluation?
Analytic Rubric
Holistic Rubric
Criterion List
X Checklist
Answer Key
PLAN LEARNING EXPERIENCES AND INSTRUCTION

Lacrosse

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- basic skills of the game.
- rules of the game.

Students will need to be able to…
- perform skills of Lacrosse.
- play a regulation game.

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Introduction
   a. Safety
   b. Rules
   c. Warm-ups
2. Skills
   a. Throwing
   b. Catching
   c. Passing
   d. Shooting
   e. Cradling
3. Understanding of basic strategies
4. Teacher observation of game and student performance
**SUPPLEMENTAL RESOURCES**

<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested Student Reading: Winning Lacrosse Skills and Drills for the Beginning Player by Jeff Tambroni</td>
</tr>
<tr>
<td>Manuals: Coaching Youth Lacrosse Second Edition by American Sport Education Program.</td>
</tr>
</tbody>
</table>
SUPPLEMENTAL RESOURCES

Computer Software: Inspiration

Other References:
Understanding by Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: US Lacrosse Website [www.lacrosse.org](http://www.lacrosse.org)
Education World; STXBall Soft Lacrosse
**Unit Title:** Ultimate Games  
**Grade Levels:** 7/8

**Subject/Topic Areas:** Ultimate Frisbee/Football/Basketball

**Key Words:** Open Space, fast pace

**Unit Designer/s:** Health/PE Curriculum Committee  
**Time Frame:** 4 Weeks

**School District:** Eatontown Public Schools  
**School:** Memorial

**Link to Content Standards/Interdisciplinary Standards**

- **Standard 2.5.8 (Motor Skill and Development)** All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C

- **Standard 9.1 (21st Century Life and Career Skills)** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- **Standard 2.6.8 (Fitness)** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

- **8.1 (Educational Technology)** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

**Brief Summary of Unit**

Students will be able to understand and perform all skills necessary to perform an Ultimate Game. Ultimate requires extensive running skills and hand-eye coordination. Ultimate will be played in college and beyond. Ultimate teaches conflict resolution and responsibility.
What overarching understandings are desired?
- Sports are a form of exercise
- Teamwork is an essential part of sports
- Following rules
- Enhancing advanced movements and concepts enhances cooperation.

What are the overarching “essential” questions?
- How can sports keep you healthy?
- How will teamwork enhance the game?
- What advanced concepts/strategies will enhance the game?

What will students understand as a result of this unit?
Students will understand…
- Rules:
  - no contact
  - fast pace – keep moving
  - blocking – interception
  - penalties
- Skills:
  - throwing
  - catching
  - patterns
- Strategies:
  - listening
  - patterns

What “essential” and “unit” questions will focus this unit?
- Why is Ultimate considered a gentleman’s game?
- How is Ultimate like/unlike other games?
- Why is it important to listen to your teammates?
What evidence will show that students understand ultimate games?

Performance Tasks, Projects
- Students will be able to demonstrate understanding of game and skill through game play.
- How they are able to compromise plays and penalties using conflict resolution.

Quizzes, Tests, Academic Prompts
- Observation
- Teacher questions

Unprompted Evidence, Observations, Work Samples
- Teacher observation of skill and game play
- Guide students will conflict resolution

Student Self-Assessment
- Be able to perform plays and skills successfully
- Be able to officiate and come to a resolution without teacher help
**Performance Task Blueprint**

**Ultimate Games**

**Task Title:** Ultimate Games  
**Approximate Time Frame:** 4 weeks

**What desired understanding/content standards will be assessed through this task?**

<table>
<thead>
<tr>
<th>Standard</th>
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<tbody>
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<td>2.6.8</td>
<td>(Fitness) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</td>
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<td>8.1</td>
<td>(Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.</td>
</tr>
</tbody>
</table>

**What is the purpose of this assessment task?**  
**Formative**

**Through what authentic performance task will students demonstrate understanding?**

- Students will be able to play a regulation game with understanding of both strategies and skills.

**What student products/performances will provide evidence of desired understandings?**

| Observation of skills while playing a game | N/A | N/A |

**By what criteria will student products/performances be evaluated?**

- Observation  
- Skills assessment during game play

**What type of scoring tools will be used for evaluation?**

| Analytic Rubric | Holistic Rubric | Criterion List | X Checklist |

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### Ultimate Games

#### What other evidence will be collected during this unit?

<table>
<thead>
<tr>
<th>What will be assessed?</th>
<th>X Skill</th>
<th>X Understanding</th>
<th>List</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How will evidence be collected?</th>
<th>Quiz/Test</th>
<th>X Teacher notes</th>
<th>Assignment</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>What is the assessment’s purpose?</th>
<th>Diagnostic</th>
<th>X Formative</th>
<th>Summative</th>
</tr>
</thead>
</table>

Describe the assessments and state the prompts: Students will be able to play a regulation game with understanding of skills, strategies and conflict resolutions.

<table>
<thead>
<tr>
<th>What types of scoring tools will be used for evaluation?</th>
<th>X Analytic Rubric</th>
<th>Holistic Rubric</th>
<th>Criterion List</th>
<th>X Checklist</th>
<th>Answer Key</th>
</tr>
</thead>
</table>

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Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

**Students will need to know…**
- basic rules of the game.
- fast pace.
- no running after catch.
- blocking.
- intercepting.
- conflict resolutions.

**Students will need to be able to…**
- play at a fast pace.
- follow instructions from teammates.
- block a pass.
- intercept a pass.

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Introduction
   a. safety
   b. rules
2. Warm-ups/lead-up games
   a. football skills
   b. soccer skills
   c. basketball skills
   d. Frisbee skills
      1. throwing
      2. catching
   e. conflict resolution
3. Game Play
### SUPPLEMENTAL RESOURCES

#### Books:

#### Suggested Student Reading:
- The Ultimate Indoor Games Book: The 200 Best Boredom Busters Ever! by Veronika Gunter and Clay Meyer

#### Manuals:
SUPPLEMENTAL RESOURCES

Computer Software: Inspiration

Other References:
Understanding by Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.upa.org
Unit Title: Individual Activity/Recreational Games  

Grade Level/s: 7/8

Subject/Topic Areas: Box Ball, 4 Square, Target Skill, Speedball, Pickle Ball, Ping Pong, Bocce Ball, Frisbee and all other Recreation Games

Key Words: Balls, Shuttlecocks, Bocce Ball, Golf, Nets, Rules, Safety

Unit Designer/s: Health/PE Curriculum Committee  

Time Frame: 4 weeks

School District: Eatontown Public Schools

School: Memorial

Link to Content Standards/Interdisciplinary Standards

Standard 2.5.8 (Motor Skill and Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C

Standard 9.1 (21st Century Life and Career Skills) All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Brief Summary of Unit

Students will participate in Individual Activity Recreational Games. The components include Box Ball, 4 Square, Target Skill Speedball, Pickle Ball, Ping Pong, Net Ball and Bocce Ball.
What overarching understandings are desired?
- An appreciation for activities.
- Recreational games promote social skills and cooperation.
- Recreational games provide opportunities for low key competition and enjoyable means to fitness.

What are the overarching “essential” questions?
- How do recreational games differ from team sports?
- What are the different recreational games?
- How do recreational skills promote social skills?
- In what ways do recreational games provide low key competition?

What will students understand as a result of this unit?
Students will understand…
- basic rules of Box Ball and all recreational games.
- appreciation for teamwork and cooperation.
- safe play.
- basic formations.

What “essential” and “unit” questions will focus this unit?
- What are the basic rules of Box Ball and Recreational Games?
- How can I appreciate teamwork and cooperation?
- How to play safely?
- What are basic formations?
What evidence will show that students understand individual activity/recreational games?

Performance Tasks, Projects

- Practice:
  - skills
  - hitting
  - throwing
  - catching
  - swinging
- Regulation game

Quizzes, Tests, Academic Prompts

- Skill Tests:
  - How many times can you hit the shuttlecock against wall?
  - Who can hit the golf ball closest to the pin?
  - Who can throw the Frisbee the closest to an object?

Unprompted Evidence, Observations, Work Samples

- Teacher observation of students performing skills.

Student Self-Assessment

- Self assess while performing tasks
- Self assess by asking questions
**Task Title:** Individual Activity/Recreational Games  
**Approximate Time Frame:** All Year

**What desired understanding/content standards will be assessed through this task?**

| Standard 2.5.8 (Motor Skill and Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.  A-C |
| Standard 9.1 (21st Century Life and Career Skills) All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. |

**What is the purpose of this assessment task?** Formative  
X Summative

**Through what authentic performance task will students demonstrate understanding?**

- Students will participate and follow the rules in various games.  
- Students will practice good sportsmanship while participating in a game.

**What student products/performances will provide evidence of desired understandings?**

| Demonstration | Participation in various games | N/A |

**By what criteria will student products/performances be evaluated?**

- Teacher observation

**What type of scoring tools will be used for evaluation?**

Analytic Rubric  
X Holistic Rubric  
Criterion List  
X Checklist
What other evidence will be collected during this unit?

What will be assessed?
X Skill X Understanding List

How will evidence be collected?
Quiz/Test Teacher notes Assignment
X Other: Teacher Observation

What type of assessments will be used?
Selected Response Academic Response Brief Constructed Responses
X Observation Work Sample Other:

What is the assessment’s purpose?
X Diagnostic Formative Summative

Describe the assessments and state the prompts: Teacher observation during participation in games.

What types of scoring tools will be used for evaluation?
X Analytic Rubric Holistic Rubric Criterion List Checklist
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- how to follow directions.
- how to apply the rules of the game in the activity.

Students will need to be able to…
- perform the activity/games with rules outlined
- demonstrate good sportsmanship in activities/game.

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Warm up with appropriate stretching
2. Safety
3. Present/Introduce/Demonstrate lesson/game
4. Discuss sportsmanship
5. Participation in game
6. Teacher observation of game and student performance
7. Assess student performance by observation
SUPPLEMENTAL RESOURCES

Books: Handbook of Recreational Games by Neva Boyd
Coed Recreational Games by John Byl

Suggested Student Reading: Great Big Book of Children’s Games by Debra Wise

Manuals: The Recreation Handbook: 342 Games and Other Activities for Teams and Individuals by McFarland
SUPPLEMENTAL RESOURCES

Computer Software: Inspiration

Other References:
Understanding by Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.pecentral.com
Unit Title: Softball  
Grade Level/s: 7/8

Subject/Topic Areas: Hitting/Fielding Strategies

Key Words: Throw, Catch, Fielding, Hitting, Strategies

Unit Designer: Health/PE Curriculum Committee  
Time Frame: 4 weeks

School District: Eatontown Public Schools  
School: Memorial

Link to Content Standards/Interdisciplinary Standards

Standard 2.5.8  (Motor Skill and Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.  A-C

Standard 9.1 (21st Century Life and Career Skills) All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Standard 2.6.8 (Fitness) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Brief Summary of Unit

During the softball ball unit, students will be able to develop the basic skills to play the sport. Students will have knowledge of hitting, fielding, base running, throwing and catching as well as rules, positions, and strategies.
**IDENTIFY DESIRED RESULTS**

**Softball**

<table>
<thead>
<tr>
<th>What overarching understandings are desired?</th>
<th>What are the overarching “essential” questions?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Basic skills precede competition.</td>
<td>• What basic skills do I need to know?</td>
</tr>
<tr>
<td>• Softball is directly related to baseball.</td>
<td>• How does softball relate to baseball?</td>
</tr>
<tr>
<td>• Softball has rules.</td>
<td>• What are the rules of softball?</td>
</tr>
<tr>
<td>• Proper precaution relating to</td>
<td>• What safety precautions should I know?</td>
</tr>
<tr>
<td>equipment eliminates injuries.</td>
<td></td>
</tr>
</tbody>
</table>

**What will students understand as a result of this unit?**

Students will understand…

- Skills:
  - Throwing
  - Catching (grounders/fly balls/1st base)
  - Batting
  - Underhand pitching
  - Base running
- Basic rules:
  - Force outs
  - Tag outs
  - Sacrifice fly
- Lead up games:
  - Kick ball
  - Wiffle Ball
  - Actual games
  - Softball

**What “essential” and “unit” questions will focus this unit?**

- What are the rules?
- Where are the bases?
- What is the importance of safety?
- How to properly run the bases when the ball is in play?
**DETERMINE ACCEPTABLE EVIDENCE**

**Softball**

- Skills:
  - Throwing
  - Catching (grounders/fly balls/1st Base)
  - Batting
  - Underhand pitching
  - Base running
  - Strategies

- Basic Rules:
  - Force Outs
  - Tag Outs
  - Sacrifice Fly
  - Catcher’s Position

- Lead up games
  - Kick ball
  - Actual games
  - Softball

**Quizzes, Tests, Academic Prompts**

- Teacher observations
- Written tests
- Skill tests

**Unprompted Evidence, Observations, Work Samples**

- Teacher observations of students performing skills and game play.

**Student Self-Assessment**

- Self-assess while executing tasks.
- Self-assess by asking questions.
PERFORMANCE TASK
BLUEPRINT

Softball

Task Title: Softball  Approximate Time Frame: 4 weeks

What desired understanding/content standards will be assessed through this task?

- Standard 2.5.8 (Motor Skill and Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C
- Standard 9.1 (21st Century Life and Career Skills) All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- Standard 2.6.8 (Fitness) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

What is the purpose of this assessment task?

X Formative  Summative

Through what authentic performance task will students demonstrate understanding?

- Throwing skills
- Batting skills
- Base running
- Fielding skills
- Catching skills
- Written test

What student products/performances will provide evidence of desired understandings?

<table>
<thead>
<tr>
<th>Observation</th>
<th>Written test</th>
<th>N/A</th>
</tr>
</thead>
</table>

By what criteria will student products/performances be evaluated?

- Observation
- Skill test
- Written test

What type of scoring tools will be used for evaluation?

- Analytic Rubric
- Holistic Rubric
- Criterion List
- X Checklist
BLUEPRINT FOR OTHER EVIDENCE

Softball

What other evidence will be collected during this unit?

<table>
<thead>
<tr>
<th>What will be assessed?</th>
<th>Understanding</th>
<th>List:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How will evidence be collected?

<table>
<thead>
<tr>
<th>How will evidence be collected?</th>
<th>Quiz/Test</th>
<th>Teacher notes</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher notes</td>
<td>Assignment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other:

What type of assessments will be used?

<table>
<thead>
<tr>
<th>What type of assessments will be used?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selected Response</td>
</tr>
<tr>
<td>Academic Response</td>
</tr>
<tr>
<td>Brief Constructed Responses</td>
</tr>
<tr>
<td>Observation</td>
</tr>
<tr>
<td>Work Sample</td>
</tr>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>

What is the assessment’s purpose?

<table>
<thead>
<tr>
<th>What is the assessment’s purpose?</th>
<th>Diagnostic</th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
</table>

Describe the assessments and state the prompts: Students will be able to hit, catch, throw and field the ball safely and properly while playing a softball game.

<table>
<thead>
<tr>
<th>What types of scoring tools will be used for evaluation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytic Rubric</td>
</tr>
<tr>
<td>Holistic Rubric</td>
</tr>
<tr>
<td>Criterion List</td>
</tr>
<tr>
<td>Checklist</td>
</tr>
<tr>
<td>Answer Key</td>
</tr>
</tbody>
</table>
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

<table>
<thead>
<tr>
<th>Students will need to know…</th>
<th>Students will need to be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Throwing</td>
<td>● Throw</td>
</tr>
<tr>
<td>● Catching (grounders/fly balls)</td>
<td>● Catch</td>
</tr>
<tr>
<td>● Batting</td>
<td>● Bat</td>
</tr>
<tr>
<td>● Underhand pitching</td>
<td>● Pitch</td>
</tr>
<tr>
<td>● Base running</td>
<td>● Run bases</td>
</tr>
<tr>
<td>● Strategies</td>
<td></td>
</tr>
</tbody>
</table>

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Warm up with appropriate stretching
2. Safety Rules
3. Present/introduce lessons
4. Participate in modified games
5. Review strategies while playing modified game.
6. Assess student’s performance through games and partner activities
SUPPLEMENTAL RESOURCES

Books:  Books: Softball Everyone by Doug DeMichele and David Majski

Suggested Student Reading: Softball Fundamentals by Rick Noren
   Mom, Can You Teach Me How To Hit by Bobby Woods

Manuals: Softball Skills and Drills by Judy Garman
SUPPLEMENTAL RESOURCES

Computer Software: Inspiration

Other References:
Understanding by Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.howtoplaybettersoftball.com
www.letsplaysoftball.com/_21k
Unit Title: Tennis  

Grade Level/s: 7/8

Subject/Topic Areas: Basic Skills, Basic Rules, History, Strategies

Key Words: Forehand, Backhand, Overhead, Serve, Scoring, Lob, Safety, Volley

Unit Designer/s: Health/PE Curriculum Committee  

Time Frame: 4 Weeks

School District: Eatontown Public Schools  

School: Memorial

Link to Content Standards/Interdisciplinary Standards

Standard 2.5.8 (Motor Skill and Development) All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C

Standard 9.1 (21st Century Life and Career Skills) All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Standard 2.6.8 (Fitness) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Brief Summary of Unit

During this unit, students will be introduced to tennis. Students will be given a brief description of the history of tennis and develop the basic skills need to play this sport. Students will have knowledge of strategies and rules.
 IDENTIFY DESIRED RESULTS

Tennis

What overarching understandings are desired?

- Tennis is a form of exercise.
- Basic skills precede competition.
- Following rules is important in games and life.
- Safe use of equipment eliminates injuries.

What are the overarching “essential” questions?

- What are the basic skills of tennis?
- What are the rules of tennis?
- How can I play safely?

What will students understand as a result of this unit?

Students will understand…

- Skills:
  - Forehand
  - Backhand
  - Overhead
  - Lob
  - Serve
  - Volley

- Rules:
  - Safety
  - Game Play
  - Scoring

What “essential” and “unit” questions will focus this unit?

- Why is tennis both an individual and dual sport?
- How do you use each swing?
- When do you perform an overhead?
- How do you serve the ball?
- What is the proper return of service?
What evidence will show that students understand tennis?

### Performance Tasks, Projects

<table>
<thead>
<tr>
<th>Practice:</th>
<th>• Lead-up games;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Tennis volley ball</td>
</tr>
<tr>
<td></td>
<td>• Tennis relay</td>
</tr>
<tr>
<td></td>
<td>• Tennis baseball</td>
</tr>
<tr>
<td>• Skills:</td>
<td>• Rules</td>
</tr>
<tr>
<td>- Serve</td>
<td>• Safety</td>
</tr>
<tr>
<td>- Forehand</td>
<td>• Strategies</td>
</tr>
<tr>
<td>- Backhand</td>
<td></td>
</tr>
<tr>
<td>- Overhead</td>
<td></td>
</tr>
<tr>
<td>- Lob</td>
<td></td>
</tr>
<tr>
<td>- Volley</td>
<td></td>
</tr>
</tbody>
</table>

### Quizzes, Tests, Academic Prompts

- Teacher observation
- Skill test
- Written test

### Unprompted Evidence, Observations, Work Samples

- Teacher observation of students performing skills.

### Student Self-Assessment

- Self-assess while executing tasks
- Self-assess by asking questions
**PERFORMANCE TASK BLUEPRINT**

**Tennis**

**Task Title:** Tennis  
**Approximate Time Frame:** 4 Weeks

**What desired understanding/content standards will be assessed through this task?**

- **Standard 2.5.8 (Motor Skill and Development)**  All Students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A-C

- **Standard 9.1 (21st Century Life and Career Skills)**  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- **Standard 2.6.8 (Fitness)**  All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**What is the purpose of this assessment task?**  
X Formative  
Summative

**Through what authentic performance task will students demonstrate understanding?**

- Teacher observation of play
- Written test
- Court play

**What student products/performances will provide evidence of desired understandings?**

- Observation
- Written test
- Skill test

**By what criteria will student products/performances be evaluated?**

- Observation
- Skill test
- Written test
- Court play

**What type of scoring tools will be used for evaluation?**

- Analytic Rubric
- Holistic Rubric
- Criterion List
- X Checklist
What other evidence will be collected during this unit?

What will be assessed?
- Skill
- Understanding
- List

How will evidence be collected?
- Quiz/Test
- Teacher notes
- Assignment
- Other

What type of assessments will be used?
- Selected Response
- Academic Response
- Brief Constructed Responses
- Observation
- Work Sample
- Other:

What is the assessment’s purpose?
- Diagnostic
- Formative
- Summative

Describe the assessments and state the prompts: Students will be able to perform forehand, backhand, and serve. Knowledge of rules, scoring and strategy will be introduced.

What types of scoring tools will be used for evaluation?
- Analytic Rubric
- Holistic Rubric
- Criterion List
- Checklist
- Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- basic tennis skills.
- basic tennis rules.

Students will need to be able to…
- perform basic skills.
- play according to rules.

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Introduction
2. Safety procedures
3. Warm up exercises
4. Present/introduce lessons
5. Demonstrate skills
6. Participate in lead-up games
7. Assess student performance through teacher observation.
## SUPPLEMENTAL RESOURCES

### Books:
- Tennis Everyone by M.B. Chafin and Clancy Moore
- Tennis: The Game for Any Age by M.L. Johnson, Dickie Hill and Kory Hill

### Suggested Student Reading:
- The Inner Game of Tennis by Timothy Gallwey

### Manuals:
- Tennis For Dummies by Patrick McEnroe, Peter Borlo and John McEnroe
SUPPLEMENTAL RESOURCES

Computer Software: Inspiration

Other References:
Understanding by Design, McTigh & Wiggins 1999
Washington Public Schools
Easy Tennis (DVD)

Web References: www.usta.com
**Unit Title:** Alcohol, Tobacco, and Drugs  
**Grade Level/s:** 7

**Subject/Topic Areas:** Tobacco products, effects of use, addiction to alcohol, tobacco, and drugs, driving under the influence, stimulants and depressants, designer drugs, marijuana, opiates, and consequences of drug use.

**Key Words:** Nicotine, tar, carbon monoxide, second hand smoke, cancer, chronic bronchitis, emphysema, withdrawal, cessation, depressant, BAC, intoxication, alcohol poisoning, hangover, Cirrhosis, Fetal Alcohol Syndrome, inhibition, alcoholism, physical dependence, drug, prescription drug, over-the-counter medicine, side effect

**Unit Designer/s:** Health/PE Curriculum Committee  
**Time Frame:** 1-2 weeks

**School District:** Eatontown Public Schools  
**School:** Memorial

**Link to Content Standards/Interdisciplinary Standard**

Standard 2.3.8 (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. B1-7

Standard 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

**Brief Summary of Unit**

The Alcohol, Tobacco, and Drug unit will help students learn about alcohol, tobacco, and drugs and their social, emotional, and physical effects. The students will also learn why people use any of these substances, how they can quit, and the consequences of continued use.
### What overarching understandings are desired?

- Students decisions about alcohol, tobacco, and drugs can affect their life.
- Students can develop an awareness of the dangers of alcohol, tobacco, and drugs.
- Resisting drug use is a key to good health.

### What are the overarching “essential” questions?

- How does alcohol and tobacco affect the body?
- What are the consequences of using illegal drugs?
- What refusal techniques are most effective?

### What will students understand as a result of this unit?

Students will understand…
- the importance of good decisions in relation to alcohol, tobacco, and drugs.
- the negative consequences of drugs, alcohol, and tobacco.
- effective refusal skills.

### What “essential” and “unit” questions will focus this unit?

- How does the student make good decisions when faced with trying illegal drugs?
- What skills do the students need in order to establish a drug free life?
- What steps can students take to avoid using alcohol, tobacco, and drugs?
DETERMINE ACCEPTABLE EVIDENCE

Alcohol, Tobacco, and Drugs

What evidence will show that students understand the dangers of using Alcohol, Tobacco, and Drugs?

Performance Tasks, Projects

- Role play
- Film: Coach’s Final Lesson
- Group brainstorming on effects of alcohol, tobacco, and drugs.

Quizzes, Tests, Academic Prompts

- Class discussions
- Quizzes, tests
- Checklist and peer feedback on role play
- Computer Lab for research

Unprompted Evidence, Observations, Work Samples

- Classroom participation
- Instructor observation
- Notebook

Student Self-Assessment

- Proper refusal techniques through role playing
**PERFORMANCE TASK BLUEPRINT**

**Alcohol, Tobacco, and Drugs**

**Task Title:** Tobacco Use Research  
**Approximate Time Frame:** 40 min.

**What desired understanding/content standards will be assessed through this task?**

- **Standard 2.3.8** (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. B1-7

- **Standard 8.1** (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

**What is the purpose of this assessment task?**  
X Formative  
Summative

**Through what authentic performance task will students demonstrate understanding?**

- Students will research and read collecting information.
- Report back to class on short and long term effects of smoking tobacco products.

**What student products/performances will provide evidence of desired understandings?**

- Demonstration
- Class Participation
- Written Activities

**By what criteria will student products/performances be evaluated?**

- Demonstration
- Writing
- Oral presentations
What other evidence will be collected during this unit?

What will be assessed?
X Skill: Knowledge
X Understanding
List

How will evidence be collected?
X Quiz/Test
X Teacher notes
X Assignment
X Other: Hands on Project.

What type of assessments will be used?
X Selected Response
Academic Response
X Brief Constructed Responses
X Observation
X Work Sample
X Other: Demonstration

What is the assessment’s purpose?
X Diagnostic
X Formative
X Summative

Describe the assessments and state the prompts: Students will research, write, present and discuss tobacco addiction.

What types of scoring tools will be used for evaluation?
X Analytic Rubric
X Holistic Rubric
X Criterion List
X Checklist
X Answer Key
PLAN LEARNING EXPERIENCES AND INSTRUCTION

Alcohol, Tobacco, and Drugs

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- types of drugs.
- how drugs enter the body.
- what drug addiction is and how it happens.
- the difference between stimulants and depressants.

Students will need to be able to…
- identify different types of drugs.
- identify five ways drugs enter the body.
- identify types of stimulants and types of depressants.

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan material and class discussion to assess prior knowledge
2. Preview key vocabulary words
3. Read and discuss relevant selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through role plays, class discussions, and various cross-curriculum activities
5. In-class activities including group and individual activities.
6. Observe students as they work on written and group activities
SUPPLEMENTAL RESOURCES


Suggested Student Reading: Teen Drug Abuse by Wendy Mass

Manuals: Decisions for Health Workbooks.
Current Health Magazine.
SUPPLEMENTAL RESOURCES

Computer Software: Microsoft Word

Other References:
Understanding by Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.eatontownschools.eboard.com
Unit Title: Character Education

Subject/Topic Areas: Character Development

Key Words: Empathy, anger management, negotiation, evaluate, peer pressure, communication, refusal skills, rumors, gossip, accusation, interpersonal conflict, interpersonal violence, bully, bullying

Unit Designer/s: Health/PE Curriculum Committee

Time Frame: 1-2 weeks

School District: Eatontown School District

School: Memorial

Link to Content Standards/Interdisciplinary Standards

Standard 2.2.8 (Integrated Skills) All Students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. C1-3

Standard 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Standard 9.1 (21st Century Life and Career Skills) All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Brief Summary of Unit

The Character Education unit will increase the student’s ability to identify others’ feelings, take others’ perspectives and respond empathically to others. In addition, the unit will help the students recognize anger warning signs, use anger reduction techniques, apply a problem solving strategy to social conflicts, and proactive behavioral social skills to deal with potentially violent situations.
**IDENTIFY DESIRED RESULTS**

**Character Education**

**What overarching understandings are desired?**

- Your personal choices can affect your achievement of goals.
- Choices are affected by family, peers, culture, and media.
- There are steps to take before making a choice.
- Problem solving skills are a lifelong strategy to deal with stressful situations.

**What will students understand as a result of this unit?**

Students will understand…
- the importance of personal choices.
- the effect of family, peers, culture, and media on choices we make.
- how to communicate effectively.
- how to deal with conflict in a healthy manner.
- risky behaviors and how to avoid them.
- stressors in their lives and how to deal with them.

**What are the overarching “essential” questions?**

- What are some things to be considered when making choices?
- How do family values, morals, and cultures affect the way you react to conflict?
- How might peers influence your choices?
- What is stress?

**What “essential” and “unit” questions will focus this unit?**

- How does the student make correct choices when faced with interpersonal conflict and interpersonal violence?
- How might family influence your decision making?
- How will you handle situations when presented with peer pressure?
- When exposed to different stressors, how will you react physically and emotionally?
What evidence will show that students understand how to handle interpersonal conflict?

**Performance Tasks, Projects**
- Role plays using anger reduction techniques and problem solving strategies.

**Quizzes, Tests, Academic Prompts**
- Five paragraph essay on what the student does to stay calm in a stressful situation.
- Quizzes, tests

**Unprompted Evidence, Observations, Work Samples**
- Classroom participation
- Instructor observation

**Student Self-Assessment**
- Log of confrontational situations and number of positive successful conclusions to a problem.
Task Title: Role Play          Approximate Time Frame: 40 minutes

What desired understanding/content standards will be assessed through this task?

<table>
<thead>
<tr>
<th>Standard 2.2.8 (Integrated Skills)</th>
<th>All Students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. C1-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 8.1 (Educational Technology)</td>
<td>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.</td>
</tr>
<tr>
<td>Standard 9.1 (21st Century Life and Career Skills)</td>
<td>All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</td>
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</tbody>
</table>

What is the purpose of this assessment task?  X Formative      Summative

Through what authentic performance task will students demonstrate understanding?

- Students will act out proper response to assigned problem.

What student products/performances will provide evidence of desired understandings?

| Demonstration | N/A | N/A |

By what criteria will student products/performances be evaluated?

- Demonstrate through facial and verbal expressions the peaceful resolution to interpersonal conflict.

What type of scoring tools will be used for evaluation?

Analytic Rubric          Holistic Rubric          Criterion List          X Checklist
What other evidence will be collected during this unit?

What will be assessed?
- X Skill: Knowledge
- X Understanding
- X List: Steps for Conflict

How will evidence be collected?
- X Quiz/Test
- Teacher notes
- Assignment
- Other:

What type of assessments will be used?
- X Selected Response
- Academic Response
- Brief Constructed Responses
- X Observation
- X Work Sample
- X Other: Demonstration

What is the assessment’s purpose?
- Diagnostic
- X Formative
- Summative

- Describe the assessments and state the prompts: Students will role play and prepare research essay.

What types of scoring tools will be used for evaluation?
- Analytic Rubric
- X Holistic Rubric
- X Criterion List
- X Checklist
- X Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- the importance of personal choices.
- what affects personal choices.
- steps for making responsible choices.
- signs of stress.
- effective communication techniques.
- components of empathy.
- the steps to deal with rumors and gossip.

Students will need to be able to…
- make responsible choices.
- identify the forces that affect personal choices.
- identify individual signs of stress.
- demonstrate the components of empathy.
- demonstrate effective communication skills.
- to generate multiple solutions to a problem.
- to identify a problem.

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan material and class discussion to assess prior knowledge
2. Preview key vocabulary words
3. Read and discuss relevant selections from health textbook
4. Present and discuss Second Step video clips
5. Demonstrate an understanding of vocabulary and concepts through role plays, class discussions, and various cross-curriculum activities
6. Complete 5 paragraph essay on controlling anger
7. In-class activities including group and individual worksheets
8. Observe and students as they work on written and group activities
SUPPLEMENTAL RESOURCES


Suggested Student Reading: Character Education Books of Plays: Middle Grade Level, by Judy Truesdell Mecca and Gayle Harvey

Manuals: Second Step Program  
Steps-to-Respect program
SUPPLEMENTAL RESOURCES

Computer Software: Health Beats Series by Global Marketing Partners

Other References:
Understanding by Design, McTigh & Wiggins 1999
Washington Public Schools
“Get it Straight” Level Two Videotape, Committee for Children

Web References:
http://www.uen.org/utahlink/activities/view_activity.cgi?activity_id=5399
**Unit Title:** Growth and Development

**Grade Level/s:** 7

**Subject/Topic Areas:** Birth, Infancy and Early Childhood, Middle Childhood, Late Childhood, Adolescence, Adulthood, Aging, and Death

**Key Words:** Pregnancy, Embryo, Fetus, Adolescence, Puberty, Adulthood, and Grief

**Unit Designer/s:** Health/PE Curriculum Committee

**Time Frame:** 2-3 weeks

**School District:** Eatontown Public Schools

**School:** Memorial

**Link to Content Standards/Interdisciplinary Standards**

Standard 2.1.8 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. A1-4

Standard 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

**Brief Summary of Unit**

The Growth and Development unit will help students learn about the stages of development from pregnancy to adulthood. They will explore what happens to their bodies as they age and about the stages of grief.
IDENTIFY DESIRED RESULTS

Growth and Development

What overarching understandings are desired?

- Many people rely on their family or friends for comfort when they grieve.
- Growing older does not keep people from living happy, fulfilling lives.
- Growth spurts during adolescence happen at different times for different people.
- Children of different ages have different abilities.
- A fetus has a set timeline of growth.

What are the overarching “essential” questions?

- Why it is important to express grief and rely on friends and family?
- What activities might help people live a happy, fulfilling life?
- What different abilities do children have during childhood?
- What factors affect growth spurts?
- How the fetus develops in the mother’s uterus.

What will students understand as a result of this unit?

Students will understand…
- the growth pattern of a fetus.
- how family and friends comfort people who are grieving.
- what happens to the body as a result of growth spurts.
- what limitations people experience as they age.
- the mental and physical abilities of children.

What “essential” and “unit” questions will focus this unit?

- What changes during adolescence?
- How to prepare for adult roles.
- What are the five stages of grief?
- What are the health issues inherent with age?
- What changes occur as result of puberty?
**DETERMINE ACCEPTABLE EVIDENCE**

**Growth and Development**

What evidence will show that students understand the growth and development stages of life?

### Performance Tasks, Projects

- Role play
- Research activity on Aging
- Sympathy letter to person suffering loss of family members.

### Quizzes, Tests, Academic Prompts

- Class discussions.
- Quizzes, tests
- Checklist and peer feedback on role plays
- Computer Lab for research

### Unprompted Evidence, Observations, Work Samples

- Classroom participation
- Instructor observation
- Notebook

### Student Self-Assessment

- Role play feedback
- Research activity results
- Sympathy letter critique
PERFORMANCE TASK
BLUEPRINT

Growth and Development

Task Title: Write a Sympathy Letter          Approximate Time Frame: 40 minutes

What desired understanding/content standards will be assessed through this task?
Standard 2.1.8 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. A1-4

Standard 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

What is the purpose of this assessment task?  X Formative  X Summative

Through what authentic performance task will students demonstrate understanding?
• Students will write a letter to a boy who lost his parents in an automobile accident.

What student products/performances will provide evidence of desired understandings?

Demonstration  Class Participation  Written Activities

By what criteria will student products/performances be evaluated?
• Written Letter criteria set by the teacher.
### What other evidence will be collected during this unit?

#### What will be assessed?
- X Skill: Knowledge
- X Understanding

#### How will evidence be collected?
- Quiz/Test
- X Teacher notes
- X Assignment
- X Other: Hands on Project.

#### What type of assessments will be used?
- X Selected Response
- X Academic Response
- X Brief Constructed Responses
- X Observation
- X Work Sample
- X Other: Demonstration

#### What is the assessment’s purpose?
- X Diagnostic
- X Formative
- X Summative

---

Describe the assessments and state the prompts: Students will role play and prepare sympathy letter.

---

### What types of scoring tools will be used for evaluation?
- X Analytic Rubric
- X Holistic Rubric
- X Criterion List
- X Checklist
- X Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- development of the fetus.
- the stages of childhood.
- physical, mental, social, and emotional changes in adolescence.

Students will need to be able to…
- describe the development of a fetus.
- summarize the stages of childhood.
- describe how physical, mental, social, and emotional changes of adolescence prepare you for adulthood.

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan material and class discussion to assess prior knowledge
2. Preview key vocabulary words
3. Read and discuss relevant selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through role plays, class discussions, and various cross-curriculum activities
5. In-class activities including group and individual activities.
6. Observe students as they work on written and group activities
SUPPLEMENTAL RESOURCES


Suggested Student Reading: Selected directed readings

Manuals: Decisions for Health Workbooks.
Current Health Magazines
SUPPLEMENTAL RESOURCES

Computer Software: Microsoft Word

Other References:
Understanding by Design, McTigh & Wiggins 1999
Washington Public Schools

Unit Title: Human Sexuality  
Grade Level/s: 7


Key Words: Genes, Heredity, Sex Cell, Sperm, Testes, Egg, Ovum, Ovulation, Menstruation, Penis, Vagina, Uterus, Fallopian Tubes, Pubic Hair, Cervix, Scrotum, Testicles, HIV, Gonorrhea, Syphilis, and Chlamydia.

Unit Designer/s: Health/PE Curriculum Committee  
Time Frame: 1-2 weeks

School District: Eatontown Public Schools  
School: Memorial

Link to Content Standards/Interdisciplinary Standards

Standard 2.4.8 (Human Relationships and Sexuality) All students will acquire the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. A1-6, B1-6, C1-5

Standard 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Brief Summary of Unit

The Human Sexuality Unit will help students learn about the structure and function of the human reproductive system. The students will also learn the risks of becoming sexually active.
IDENTIFY DESIRED RESULTS

Human Sexuality

What overarching understandings are desired?

- Student decisions about Sexual Activity can affect their life.
- Students can develop an awareness of the dangers of sexually transmitted diseases.
- Sexually active people need to be honest and responsible about protection.

What are the overarching “essential” questions?

- How does being sexually active affect the body?
- What are the consequences of unprotected, indiscriminate sex?
- What are the options open to young people as far as protection and treatment?

What will students understand as a result of this unit?

Students will understand…
- the importance of good decisions in relationships.
- the consequences and responsibilities of becoming a teen father or mother.
- birth control and how reliability, religious beliefs, age, gender, health history, and cost may influence their use.

What “essential” and “unit” questions will focus this unit?

- How might family influence your decisions?
- How will you react when presented with a stressful sexual situation?
- What are the chances of success in life when teens become parents?
What evidence will show that students understand the dangers of becoming sexually active?

**Performance Tasks, Projects**
- Role play
- Question Box
- Directed readings
- Debates

**Quizzes, Tests, Academic Prompts**
- Class discussions
- Quizzes, tests
- Checklist and peer feedback on role play
- Computer Lab for research

**Unprompted Evidence, Observations, Work Samples**
- Classroom participation
- Instructor observation
- Notebook

**Student Self-Assessment**
- Role play checklist
- Knowledge of topic
**Task Title:** Debate on related topics  
**Approximate Time Frame:** 40 min.

**What desired understanding/content standards will be assessed through this task?**

- Standard 2.4.8 (Human Relationships and Sexuality) All students will acquire the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. A1-6, B1-6, C1-5

- Standard 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

**What is the purpose of this assessment task?**  
X Formative  
Summative

**Through what authentic performance task will students demonstrate understanding?**

- Students will research topic collecting information.
- Students will make presentation to class
- Students will participate in topic debates

**What student products/performances will provide evidence of desired understandings?**

- Demonstration
- Class Participation
- Written Activities

**By what criteria will student products/performances be evaluated?**

- Demonstration
- Research writing
- Oral presentation

**What type of scoring tools will be used for evaluation?**

- X Analytic Rubric
- Holistic Rubric
- X Criterion List
- X Checklist
What other evidence will be collected during this unit?

What will be assessed?
X Skill: Knowledge  X Understanding  List:

How will evidence be collected?
X Quiz/Test  X Teacher notes  X Assignment

X Other: Hands on Project.

What type of assessments will be used?
X Selected Response
   Academic Response
X Brief Constructed Responses
X Observation
X Work Sample
X Other: Demonstration

What is the assessment’s purpose?
X Diagnostic  X Formative  X Summative

Describe the assessments and state the prompts: Students will research, write and present to class.

What types of scoring tools will be used for evaluation?
X Analytic Rubric
X Holistic Rubric
X Criterion List
X Checklist
X Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- the sex organs of both males and females.
- how pregnancy occurs.
- the importance of responsible decisions.
- how to protect themselves.

Students will need to be able to…
- identify all the sex organs, male and female.
- identify ways to protect themselves
- think and analyze options before becoming sexually active.

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan material and class discussion to assess prior knowledge
2. Preview key vocabulary words
3. Read and discuss relevant selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through role plays, class discussions, and various cross-curriculum activities
5. In-class activities including group and individual activities.
6. Observe students as they work on written and group activities
SUPPLEMENTAL RESOURCES


Suggested Student Reading: Selected Directed Readings.

Manuals: Decisions for Health Workbooks.
            Current Health Magazines.
SUPPLEMENTAL RESOURCES

Computer Software: Microsoft Word

Other References:
Understanding by Design, McTigh & Wiggins 1999
Washington Public Schools

Web References:
**Unit Title:** Nutrition  

**Grade Level/s:** 7

**Subject/Topic Areas:** Nutrients, proper diet, eating disorders, and fad diets

**Key Words:** Digestions, nutrients, diet, carbohydrate, fats, proteins, vitamins, minerals, my pyramid.

**Unit Designer/s:** Health/PE Curriculum Committee  

**Time Frame:** 1-2 weeks

**School District:** Eatontown Public Schools  

**School:** Memorial

**Link to Content Standards/Interdisciplinary Standards**

- **Standard 2.1.8 (Wellness)** All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. B1-4

- **Standard 8.1 (Educational Technology)** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

**Brief Summary of Unit**

The Nutrition Unit will help students learn about nutrients in food, planning and maintaining a well balanced diet and the basics of nutrition so the student can make healthy food choices. Finally, students will learn about the dangers of poor diet and eating disorders.
**IDENTIFY DESIRED RESULTS**

**Nutrition**

**What overarching understandings are desired?**
- Student’s diet affects all phases of life.
- Students can develop an awareness of healthy food choices.
- Good eating habits are essential to overall good health.

**What are the overarching “essential” questions?**
- How does different food affect the body?
- What are good eating habits and how can I develop them?
- What steps can the students take to develop good eating habits?

**What will students understand as a result of this unit?**
- The importance of a well balanced diet.
- The relationship between a well balanced diet and overall good health.
- Understand what foods are the best for overall good health.
- How to develop strategies to improve or maintain a well balanced nutritious diet.
- Demonstrate ways to avoid foods with high calorie and fat content.

**What “essential” and “unit” questions will focus this unit?**
- How does the student make good decisions when faced with food choices?
- What skills do the students need in order to establish a long term balanced and nutritious diet?
- What steps students can take to eating healthy?
What evidence will show that students understand how to eat a healthy and balanced diet?

**Performance Tasks, Projects**
- Plan diets using research on nutrition information
- Create My Pyramid

**Quizzes, Tests, Academic Prompts**
- Class discussions
- Quizzes, tests
- Computer Lab for research

**Unprompted Evidence, Observations, Work Samples**
- Classroom participation
- Instructor observation
- Notebook

**Student Self-Assessment**
- My Pyramid content accuracy compared to research project
**PERFORMANCE TASK BLUEPRINT**

**Nutrition**

**Task Title:** Plan a Diet  
**Approximate Time Frame:** 40 minutes

**What desired understanding/content standards will be assessed through this task?**

- Standard 2.1.8 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. B1-4
- Standard 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

**What is the purpose of this assessment task?**  
Formative  
Summative

**Through what authentic performance task will students demonstrate understanding?**

- Students will plan a diet using a web site for calories and other nutrition information.

**What student products/performances will provide evidence of desired understandings?**

- Demonstration
- Class Participation
- Written Activities

**By what criteria will student products/performances be evaluated?**

- Written Diet with criteria set by the teacher.

**What type of scoring tools will be used for evaluation?**

- Analytic Rubric
- Holistic Rubric
- X Criterion List
- X Checklist
**BLUEPRINT FOR OTHER EVIDENCE**

**Nutrition**

What other evidence will be collected during this unit?

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<th>What will be assessed?</th>
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<td>X Skill: Knowledge</td>
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<td>X Understanding</td>
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<td>X Teacher notes</td>
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<td>X Other: Hands on Project</td>
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<td>X Summative</td>
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Describe the assessments and state the prompts: Student preparation of personalized diet.

What types of scoring tools will be used for evaluation?

| X Analytic Rubric                  |
| X Holistic Rubric                  |
| X Criterion List                   |
| X Checklist                        |
| X Answer Key                       |
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- the nutritional value of foods.
- recommended daily nutritional requirements.
- the danger of improper and fad diets.

Students will need to be able to…
- research nutritional value of food.
- describe the right amount of food to stay healthy.
- cut or add foods and calories safely.

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan material and class discussion to assess prior knowledge
2. Preview key vocabulary words
3. Read and discuss relevant selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through role plays, class discussions, and various cross-curriculum activities
5. In-class activities including group and individual activities.
6. Observe students as they work on written and group activities
SUPPLEMENTAL RESOURCES


Suggested Student Reading: The Race Against Junk Food (Adventures in Good Nutrition) by Anthony Buono, Roy Nemerson, and Brian Silberman

Manuals: Decisions for Health Workbooks
Current Health Magazines
SUPPLEMENTAL RESOURCES

Computer Software: Health Beats Series by Global Marketing Partners

Other References:
Understanding by Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: http://www.mypyramid.gov/
Unit Title: Safety and First Aid

Subject/Topic Areas: Injury Prevention at Home and School, Fire Safety, Safety Outdoors and on the road, Natural Disasters, Treatment of injuries, and First Aid for Choking

Key Words: Accident, violence, smoke detector, fire extinguisher, hypothermia, frostbite

Unit Designer/s: Health/PE Curriculum Committee

Time Frame: 1-2 weeks

School District: Eatontown Public Schools

School: Memorial

Link to Content Standards/Interdisciplinary Standards

Standard 2.1.8 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. D1-4

Standard 9.1 (21st Century Life and Career Skills) All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Brief Summary of Unit

The Safety and First Aid Unit will help students learn about preventing accidents at home, on the road, and outdoors. Students will also learn about fire safety and natural disasters. Finally, students will learn about emergencies and basic first aid treatments.
## IDENTIFY DESIRED RESULTS

### Safety and First Aid

#### What overarching understandings are desired?
- Students have a right to live their life safely.
- Students can develop an awareness of unsafe situations.
- Good safety habits are essential in injury prevention.

#### What are the overarching “essential” questions?
- How does the student identify dangerous situations?
- What are good safety habits and how can I develop them?
- What steps can the students take to be safe?

#### What will students understand as a result of this unit?
Students will understand…
- the importance of safety in everyday life.
- the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.
- what situations require professional health services.
- how to develop strategies to improve or maintain personal and family health.
- ways to avoid and reduce threatening situations.

#### What “essential” and “unit” questions will focus this unit?
- How does the student make good decisions when faced with emergency situations?
- What skills do the students need in order to handle emergency situations?
- What steps students can take to protect themselves?
What evidence will show that students understand how to stay safe and handle emergency situations when presented?

Performance Tasks, Projects

- Role play emergency situations
- Brainstorm safety procedures
- Practice the Heimlich maneuver.

Quizzes, Tests, Academic Prompts

- Develop a written “First Aid Kit”
- Quizzes, tests
- Checklist and peer feedback on role plays

Unprompted Evidence, Observations, Work Samples

- Classroom participation
- Instructor observation
- Notebook

Student Self-Assessment

- Role play feedback
Task Title: Role Play

Approximate Time Frame: 40 minutes

What desired understanding/content standards will be assessed through this task?

Standard 2.1.8 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. D1-4

Standard 9.1 (21st Century Life and Career Skills) All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

What is the purpose of this assessment task?  X Formative  Summative

Through what authentic performance task will students demonstrate understanding?

• Students will role play treatment of an injury.

What student products/performances will provide evidence of desired understandings?

Demonstration  Class Participation  N/A

By what criteria will student products/performances be evaluated?

• Demonstrate through play acting proper procedures for treating an injury.

What type of scoring tools will be used for evaluation?

X Analytic Rubric  Holistic Rubric  Criterion List  X Checklist
**BLUEPRINT FOR OTHER EVIDENCE**

**Safety and First Aid**

What other evidence will be collected during this unit?

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Describe the assessments and state the prompts: Students will role play emergency situation care.

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<td>X Criterion List</td>
<td>X Checklist</td>
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<td>X Answer Key</td>
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205
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- how to respond to an emergency.
- when to perform emergency treatment.
- steps to provide proper first aid measures.

Students will need to be able to…
- remain calm during stressful situations.
- administer treatment as needed.
- know the proper procedure and how to provide proper treatment.

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan material and class discussion to assess prior knowledge
2. Preview key vocabulary words
3. Read and discuss relevant selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through role plays, class discussions, and various cross-curriculum activities
5. In-class activities including group and individual worksheets
6. Observe students as they work on written and group activities
SUPPLEMENTAL RESOURCES


Suggested Student Reading: Selected Directed Readings

Manuals: Decisions for Health Workbooks.
Current Health Magazines
SUPPLEMENTAL RESOURCES

Computer Software: Inspiration

Other References:
Understanding by Design, McTigh & Wiggins 1999
Washington Public Schools

Web References:
Unit Title: Self Esteem and Decision Making

Grade Level/s: 7

Subject/Topic Areas: Self Esteem

Key Words: Self Esteem, Body Image, Self Concept, Assertive, Success, Persistence, Interests, Self Discipline, Peer Pressure, Options, Brainstorming, Consequence, Life Skills, and Attitude

Unit Designer/s: Health/PE Curriculum Committee

Time Frame: 1-2 weeks

School District: Eatontown Public Schools

School: Memorial

Link to Content Standards/Interdisciplinary Standards

Standard 2.1.8 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. E1-4

Standard 9.1 (21st Century Life and Career Skills) All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Brief Summary of Unit

The Self Esteem and Decision Making Unit will show decisions have consequences that affect individuals and others. Students will understand the importance of setting goals, explain how goals build healthy relationships and relate achieving goals to success. Students will also learn the importance of using good communication skills and refusal skills.
**IDENTIFY DESIRED RESULTS**

**Self Esteem and Decision Making**

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<thead>
<tr>
<th>What overarching understandings are desired?</th>
<th>What are the overarching “essential” questions?</th>
</tr>
</thead>
</table>
| • Your personal decisions can affect your achievement of goals.  
  • Decisions are affected by family, peers, culture, and media.  
  • There are steps to take before making a decision. | • What are some things to be considered when making decisions?  
  • How do family values, morals, and cultures affect the way you make a decision?  
  • How might peers influence your decisions? |

<table>
<thead>
<tr>
<th>What will students understand as a result of this unit?</th>
<th>What “essential” and “unit” questions will focus this unit?</th>
</tr>
</thead>
</table>
| Students will understand…  
  • the importance of personal decisions.  
  • the effect of family, peers, culture, and media on decisions we make.  
  • what good communication and refusal skills are.  
  • how values influence a person’s decisions.  
  • to evaluate decisions by looking at benefits and risks of all options. | • How does the student make good decisions when faced with multiple options?  
  • How might family influence your decision making?  
  • What decision will the student make when presented with peer pressure? |
What evidence will show that students understand how to feel good about themselves and make responsible decisions?

**Performance Tasks, Projects**
- Self Esteem Collage
- Self Inventory Checklist.

**Quizzes, Tests, Academic Prompts**
- Five paragraph descriptive essay on a “What the student does to relax when they feel stressed over a situation”.
- Quizzes, tests

**Unprompted Evidence, Observations, Work Samples**
- Classroom participation
- Instructor observation
- Notebook

**Student Self-Assessment**
- Self Esteem Collage
- Self Inventory Checklist
PERFORMANCE TASK
BLUEPRINT

Self Esteem and Decision Making

Task Title: Role Play
Approximate Time Frame: 40 minutes

What desired understanding/content standards will be assessed through this task?

Standard 2.1.8 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. E1-4

Standard 9.1 (21st Century Life and Career Skills) All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

What is the purpose of this assessment task? X Formative Summative

Through what authentic performance task will students demonstrate understanding?

- Students will develop a self-image collage.

What student products/performances will provide evidence of desired understandings?

Presentation of Collage N/A N/A

By what criteria will student products/performances be evaluated?

- Demonstrate through pictures student’s strengths, and interests.

What type of scoring tools will be used for evaluation?

X Analytic Rubric Holistic Rubric Criterion List X Checklist
What other evidence will be collected during this unit?

**What will be assessed?**

| Skill: Knowledge | Understanding | X List: Self Interest Inventory Skills |

**How will evidence be collected?**

| Quiz/Test | Teacher notes | Assignment |

| Other: Hands on Project |

**What type of assessments will be used?**

| Selected Response |
| Academic Response |
| Brief Constructed Responses |

| Observation |
| Work Sample |

| Other: Demonstration |

**What is the assessment’s purpose?**

| Diagnostic |
| Formative |

| Summative |

Describe the assessments and state the prompts: Students will complete a self image collage.

**What types of scoring tools will be used for evaluation?**

| Analytic Rubric |
| Holistic Rubric |
| Criterion List |
| Checklist |

| Answer Key |
PLAN LEARNING EXPERIENCES AND INSTRUCTION

Self Esteem and Decision Making

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know… Students will need to be able to…
● the importance of personal decisions. ● make responsible decisions.
● what affects personal decisions. ● identify the forces that affect personal choices.
● steps for making responsible decisions. ● display effective communication techniques.
● effective communication techniques

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan material and class discussion to assess prior knowledge
2. Preview key vocabulary words
3. Read and discuss relevant selections from health textbook
4. Present and discuss Self Esteem Collages.
5. Demonstrate an understanding of vocabulary and concepts through role plays, class discussions, and various cross-curriculum activities
6. In-class activities including group and individual worksheets
7. Observe students as they work on written and group activities
## SUPPLEMENTAL RESOURCES

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Suggested Student Reading: Selected Directed Readings</td>
</tr>
</tbody>
</table>
SUPPLEMENTAL RESOURCES

Computer Software: Inspiration

Other References:
Understanding by Design, McTigh & Wiggins 1999
Washington Public Schools

**Unit Title:** Alcohol, Tobacco, and Drugs  
**Grade Level/s:** 8

**Subject/Topic Areas:** Tobacco products, effects of use, addiction to alcohol, tobacco, and drugs, driving under the influence, stimulants and depressants, designer drugs, marijuana, opiates, and consequences of drug use

**Key Words:** Nicotine, Tar, Carbon Monoxide, second hand smoke, cancer, chronic Bronchitis, emphysema, withdrawal, Cessation, Depressant, BAC, Intoxication, Alcohol poisoning, Hangover, Cirrhosis, Fetal Alcohol Syndrome, Inhibition, Alcoholism, Physical Dependence, Drug, Prescription Drug, Over-the-Counter Medicine, Side Effect, Stimulant, Cocaine, Crack Cocaine, Methamphetamine, Depressant, Heroin, Flashback, Ecstasy, Ketamine, GHB, Rehab.

**Unit Designer/s:** Health/PE Curriculum Committee  
**Time Frame:** 1-2 weeks

**School District:** Eatontown Public Schools  
**School:** Memorial

**Link to Content Standards/Interdisciplinary Standards**

Standard 2.3.8 (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. B1-8

Standard 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

**Brief Summary of Unit**

The Alcohol, Tobacco, and Drug Unit will help students learn about Alcohol, Tobacco, and Drugs and their Social, Emotional, and Physical effects. The students will also learn why people use any of these substances, how they can quit, and the consequences of continued use.
### IDENTIFY DESIRED RESULTS

**Alcohol, Tobacco, and Drugs**

#### What overarching understandings are desired?

- Student decisions about alcohol, tobacco, and drugs can affect their life.
- Students can develop an awareness of the dangers of alcohol, tobacco, and drugs.
- Resisting drug use is a key to good health.

#### What will students understand as a result of this unit?

Students will understand…
- the importance of good decisions in relation to Alcohol, Tobacco, and Drugs.
- the negative consequences of Drugs, Alcohol, and Tobacco.
- effective refusal skills.

#### What are the overarching “essential” questions?

- How does alcohol and tobacco affect the body?
- What are the consequences of using illegal drugs?
- What refusal techniques are most effective?

#### What “essential” and “unit” questions will focus this unit?

- How does the student make good decisions when faced with trying illegal drugs?
- What skills does the student need in order to establish a drug free life?
- What are steps students can take to avoid using Alcohol, Tobacco, and Drugs?
What evidence will show that students understand the dangers of using alcohol, tobacco, and drugs?

Performance Tasks, Projects
- Role play
- Letter to athlete on performance drugs
- Group brainstorming on effects of alcohol, tobacco, and drugs

Quizzes, Tests, Academic Prompts
- Class Discussions
- Quizzes, tests
- Checklist and peer feedback on role play
- Computer Lab for research

Unprompted Evidence, Observations, Work Samples
- Classroom participation
- Instructor observation
- Notebook

Student Self-Assessment
- Proper refusal techniques through role playing
PERFORMANCE TASK BLUEPRINT

Alcohol, Tobacco, and Drugs

Task Title: Letter /Athlete Regarding Steroid Use  Approximate Time Frame:  40 min.

What desired understanding/content standards will be assessed through this task?

Standard 2.3.8 (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. B1-8

Standard 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

What is the purpose of this assessment task?  X Formative   Summative

Through what authentic performance task will students demonstrate understanding?

- Students will research and read collected information on the topic.
- Write a letter to a famous athlete about abuse of steroids.

What student products/performances will provide evidence of desired understandings?

Demonstration  Class Participation  Written Activities

By what criteria will student products/performances be evaluated?

- Written Letter with criteria set by the teacher

What type of scoring tools will be used for evaluation?

Analytic Rubric  Holistic Rubric  X Criterion List  X Checklist
What other evidence will be collected during this unit?

What will be assessed?
X Skill: Knowledge       X Understanding       List

How will evidence be collected?
Quiz/Test              X Teacher notes          X Assignment
X Other: Hands on Project.

What type of assessments will be used?
X Selected Response
    Academic Response
    Brief Constructed Responses
X Observation
X Work Sample
X Other: Demonstration

What is the assessment’s purpose?
X Diagnostic           X Formative            X Summative

Describe the assessments and state the prompts: Students will compose letter regarding steroids to be sent to a famous athlete.

What types of scoring tools will be used for evaluation?
X Analytic Rubric
X Holistic Rubric
X Criterion List
X Checklist
X Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

**Students will need to know…**
- types of drugs.
- how drugs enter the body.
- what drug addiction is and how it happens.
- The difference between stimulants and depressants.

**Students will need to be able to…**
- identify different types of drugs.
- identify five ways drugs enter the body.
- identify drug addiction and causes.
- identify types of stimulants and types depressants.

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan material and class discussion to assess prior knowledge
2. Preview key vocabulary words
3. Read and discuss relevant selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through role plays, class discussions, and various cross-curriculum activities
5. In-class activities including group and individual activities.
6. Observe students as they work on written and group activities
### SUPPLEMENTAL RESOURCES

**Books:** Decisions for Health by Katy Z. Allen, Balu H., M.D. Athreya, and Sharon Deutschlander

**Suggested Student Reading:** Teen Drug Abuse by Wendy Mass

**Manuals:** Decisions for Health Workbooks.  
Current Health Magazines.
SUPPLEMENTAL RESOURCES

Computer Software: Microsoft Word

Other References:
Understanding by Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: www.eatontownschools.eboard.com
Unit Title: Character Education

Grade Level/s: 8

Subject/Topic Areas: Character Development

Key Words: Empathy, anger management, negotiation, evaluate, peer pressure, communication, refusal skills, rumors, gossip, accusation, interpersonal conflict, interpersonal violence, and bully

Unit Designer/s: Health/PE Curriculum Committee

Time Frame: 1-2 weeks

School District: Eatontown Public Schools

School: Memorial

Standard 2.2.8 (Integrated Skills) All Students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. C1-3

Standard 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Standard 9.1 (21st Century Life and Career Skills) All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Brief Summary of Unit

The Character Education Unit will increase the student’s ability to identify others’ feelings, take others’ perspectives and respond empathically to others. In addition, the unit will help the students recognize anger warning signs, use anger reduction techniques, apply a problem solving strategy to social conflicts, and proactive behavioral social skills to deal with potentially violent situations.
IDENTIFY DESIRED RESULTS

Character Education

What overarching understandings are desired?

- Your personal choices can affect your achievement of goals.
- Choices are affected by family, peers, culture, and media.
- There are steps to take before making a choice.
- Problem solving skills are a lifelong strategy to deal with stressful situations.

What are the overarching “essential” questions?

- What are some things to be considered when making choices?
- How do family values, morals, and cultures affect the way you react to conflict?
- How might peers influence your choices?
- What is stress?

What will students understand as a result of this unit?

Students will understand…

- the importance of personal choices.
- the effect of family, peers, culture, and media on choices we make.
- how to communicate effectively.
- how to deal with conflict in a healthy manner.
- risky behaviors and how to avoid them.
- stressors in their lives and how to deal with them.

What “essential” and “unit” questions will focus this unit?

- How does the student make correct choices when faced with interpersonal conflict and interpersonal violence?
- How might family influence your decision making?
- How will you handle situations when presented with peer pressure?
- When exposed to different stressors, how will you react physically and emotionally?
What evidence will show that students understand how to handle interpersonal conflict?

**Performance Tasks, Projects**
- Role plays using anger reduction techniques and problem solving strategies.

**Quizzes, Tests, Academic Prompts**
- Five paragraph essay on anger management
- Quizzes, tests

**Unprompted Evidence, Observations, Work Samples**
- Classroom participation
- Instructor observation
- Notebook

**Student Self-Assessment**
- Anger reduction and problem solving reactions
PERFORMANCE TASK BLUEPRINT

Character Education

Task Title: Role Play  Approximate Time Frame: 40 minutes

What desired understanding/content standards will be assessed through this task?

- Standard 2.2.8 (Integrated Skills) All Students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. C1-3
- Standard 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.
- Standard 9.1 (21st Century Life and Career Skills) All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

What is the purpose of this assessment task?  X Formative  Summative

Through what authentic performance task will students demonstrate understanding?

- Students will act out proper response to assigned problem addressing a unit topic.

What student products/performances will provide evidence of desired understandings?

| Demonstration | N/A | N/A |

By what criteria will student products/performances be evaluated?

- Demonstrate through facial and verbal expressions the peaceful resolution to interpersonal conflict.
What will be assessed?
- X Skill: Knowledge
- X Understanding
- X List: Steps for Conflict Skills

How will evidence be collected?
- X Quiz/Test
- Teacher notes
- Assignment

Other:

What type of assessments will be used?
- X Selected Response
  - Academic Response
  - Brief Constructed Responses
- X Observation
- X Work Sample
- X Other: Demonstration

What is the assessment’s purpose?
- X Diagnostic
- X Formative
- X Summative

Describe the assessments and state the prompts: Problem solving strategies displayed while role playing.

What types of scoring tools will be used for evaluation?
- Analytic Rubric
- X Holistic Rubric
- X Criterion List
- X Checklist
- X Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- the importance of personal choices.
- what affects personal choices.
- steps for making responsible choices.
- signs of stress.
- effective communication techniques.
- components of empathy.

Students will need to be able to…
- make responsible choices.
- identify the forces that affect personal choices.
- identify individual signs of stress.
- demonstrate effective communication skills.
- demonstrate the components of empathy.
- identify a problem.

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan material and class discussion to assess prior knowledge
2. Preview key vocabulary words
3. Read and discuss relevant selections from health textbook
4. Present and discuss Second Step video clips
5. Demonstrate an understanding of vocabulary and concepts through role plays, class discussions, and various cross-curriculum activities
6. Complete 5 paragraph essay on controlling anger
7. In-class activities including group and individual worksheets
8. Observe students as they work on written and group activities
SUPPLEMENTAL RESOURCES


Suggested Student Reading: Selected Directed Readings.

Manuals: Second Step Program
          Steps-to-Respect program
SUPPLEMENTAL RESOURCES

Computer Software: Microsoft Word

Other References:
Understanding by Design, McTigh & Wiggins 1999
Washington Public Schools
“Get it Straight” Level Two Videotape, Committee for Children

Web References: http://www.urbanext.uiuc.edu/ce/strat-index.html
Unit Title: Human Sexuality

Grade Level/s: 8

Subject/Topic Areas: Responsible Peer Relationships, Sexual Harassment, the Endocrine System, and Sexually Transmitted Diseases

Key Words: Genes, Heredity, Sex Cell, Sperm, Testes, Egg, Ovum, Ovulation, Menstruation, Penis, Vagina, Uterus, Fallopian Tubes, Pubic Hair, Cervix, Scrotum, Testicles, Sexual Harassment, Intimacy, Abstinence, Rape, Contraceptive, HIV, Gonorrhea, Syphilis, and Chlamydia

Unit Designer/s: Health/PE Curriculum Committee

Time Frame: 1-2 weeks

School District: Eatontown Public Schools

School: Memorial

Link to Content Standards/Interdisciplinary Standards

Standard 2.4.8 (Human Relationships and Sexuality) All students will acquire the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. A1-6, B1-6, C1-5

Standard 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Brief Summary of Unit

The Human Sexuality unit will help students learn about the structure and function of the human reproductive system. The students will also learn the risks of becoming sexually active and responsible peer relationships.
IDENTIFY DESIRED RESULTS

Human Sexuality

What overarching understandings are desired?

- Student decisions about sexual activity can affect their life.
- Students can develop an awareness of the dangers of sexually transmitted diseases.
- Sexually active people need to be honest and responsible about protection.

What will students understand as a result of this unit?

Students will understand…
- the importance of good decisions in relationships.
- the consequences and responsibilities of becoming a teen father or mother.
- birth control and how reliability, religious beliefs, age, gender, health history, and cost may influence their use.

What are the overarching “essential” questions?

- How does being sexually active affect the body?
- What are the consequences of unprotected, indiscriminate sex?
- What are the options open to young people as far as protection and treatment?

What “essential” and “unit” questions will focus this unit?

- How might family influence your decisions?
- How will you react when presented with a stressful sexual situation?
- What are the chances of success in life when teens become parents?
- Non-consensual sex is a felony.
**DETERMINE ACCEPTABLE EVIDENCE**

**Human Sexuality**

What evidence will show that students understand the dangers of becoming sexually active?

**Performance Tasks, Projects**

- Role play
- Question box
- Readings

**Quizzes, Tests, Academic Prompts**

- Class discussions
- Quizzes, tests
- Checklist and peer feedback on role plays
- Computer Lab for research

**Unprompted Evidence, Observations, Work Samples**

- Classroom participation
- Instructor observation
- Notebook

**Student Self-Assessment**

- Proper refusal techniques through role plays
**PERFORMANCE TASK**

**BLUEPRINT**

**Human Sexuality**

**Task Title:** Unit Topic Report  
**Approximate Time Frame:** 40 min.

What desired understanding/content standards will be assessed through this task?

<table>
<thead>
<tr>
<th>Standard 2.4.8 (Human Relationships and Sexuality)</th>
<th>All students will acquire the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. A1-6, B1-6, C1-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 8.1 (Educational Technology)</td>
<td>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.</td>
</tr>
</tbody>
</table>

What is the purpose of this assessment task?  
**Formative**   **Summative**

Through what authentic performance task will students demonstrate understanding?

- Students will research a unit topic.
- Report will be presented to class using technology to aid in the presentation.

What student products/performances will provide evidence of desired understandings?

- Demonstration
- Class participation
- Written activities

By what criteria will student products/performances be evaluated?

- Demonstration
- Writing
- Oral presentation
BLUEPRINT FOR OTHER EVIDENCE

Human Sexuality

What other evidence will be collected during this unit?

| What will be assessed? |  |
|-----------------------|--|------------------|------------------|
| X Skill: Knowledge    | X Understanding | List             |

| How will evidence be collected? |  |
|-------------------------------|--|------------------|------------------|
| X Quiz/Test                    | X Teacher notes | X Assignment     |
| X Other: Hands on Project.     |  |                  |

What type of assessments will be used?

- X Selected Response
- Academic Response
- X Brief Constructed Responses
- X Observation
- X Work Sample
- X Other: Demonstration

What is the assessment’s purpose?

- X Diagnostic
- X Formative
- Summative

Describe the assessments and state the prompts: Written tests, quizzes, and writing prompt

What types of scoring tools will be used for evaluation?

- X Analytic Rubric
- X Holistic Rubric
- X Criterion List
- X Checklist
- X Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

**Students will need to know…**
- the sex organs of both males and females.
- how pregnancy occurs.
- the importance of responsible decisions.
- how to protect themselves.

**Students will need to be able to…**
- identify all the sex organs, male and female.
- identify ways to protect themselves.
- think and analyze options before becoming sexually active.

**What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?**

1. Scan material and class discussion to assess prior knowledge
2. Preview key vocabulary words
3. Read and discuss relevant selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through role plays, class discussions, and various cross-curriculum activities
5. In-class activities including group and individual activities.
6. Observe students as they work on written and group activities
SUPPLEMENTAL RESOURCES


Suggested Student Reading: Selected Directed Reading

Manuals: Decisions for Health Workbooks
Current Health Magazines
SUPPLEMENTAL RESOURCES

Computer Software: Microsoft Word, Microsoft PowerPoint

Other References:
Understanding by Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: http://www.advocatesforyouth.org/youth/index.htm
Unit Title: Nutrition  
Grade Level/s: 8

Subject/Topic Areas: Nutrients, proper diet, eating disorders, and fad diets

Key Words: Digestions, nutrients, diet, carbohydrate, fats, proteins, vitamins, minerals, My Pyramid.

Unit Designer/s: Health/PE Curriculum Committee  
Time Frame: 1-2 weeks

School District: Eatontown Public Schools  
School: Memorial

Link to Content Standards/Interdisciplinary Standards

Standard 2.1.8 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. B1-4

Standard 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Brief Summary of Unit

The Nutrition Unit will help students learn about nutrients in food, planning and maintaining a well-balanced diet and the basics of nutrition so the student can make healthy food choices. Finally, students will learn about the dangers of poor diet and eating disorders.
IDENTIFY DESIRED RESULTS

Nutrition

What overarching understandings are desired?
- Students’ diet affects all phases of life.
- Students can develop an awareness of healthy food choices.
- Good eating habits are essential to overall good health.

What are the overarching “essential” questions?
- How does different food affect the body?
- What are good eating habits and how can I develop them?
- What steps can the students take to develop good eating habits?

What will students understand as a result of this unit?
- The importance of a well balanced diet.
- The relationship between a well balanced diet and overall good health.
- Understand what foods are the best for overall good health.
- How to develop strategies to improve or maintain a well balanced nutritious diet.
- Demonstrate ways to avoid foods with high calorie and fat content.

What “essential” and “unit” questions will focus this unit?
- How does the student make good decisions when faced with food choices?
- What skills do the students need in order to establish a long term balanced and nutritious diet?
- What steps students can take to eating healthy?
What evidence will show that students understand how to eat a healthy and balanced diet?

**Performance Tasks, Projects**
- Role play
- Plan diets using research on nutrition information
- My Pyramid

**Quizzes, Tests, Academic Prompts**
- Class discussions
- Quizzes, tests
- Checklist and peer feedback on role plays
- Computer Lab for research

**Unprompted Evidence, Observations, Work Samples**
- Classroom participation
- Instructor observation
- Notebook

**Student Self-Assessment**
- My Pyramid content accuracy compared to research project
**PERFORMANCE TASK BLUEPRINT**

**Task Title:** Plan a Diet  
**Approximate Time Frame:** 40 minutes

**What desired understanding/content standards will be assessed through this task?**

- Standard 2.1.8 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. B1-4

- Standard 8.1 (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

**What is the purpose of this assessment task?**  X Formative  Summative

**Through what authentic performance task will students demonstrate understanding?**

- Students will plan a diet using a web site for calories and other nutrition information.

**What student products/performances will provide evidence of desired understandings?**

- Demonstration
- Class Participation
- Written Activities

**By what criteria will student products/performances be evaluated?**

- Written diet with criteria set by the teacher

**What type of scoring tools will be used for evaluation?**

X Analytic Rubric  Holistic Rubric  X Criterion List  X Checklist
What other evidence will be collected during this unit?

What will be assessed?
X Skill: Knowledge       X Understanding       List

How will evidence be collected?
Quiz/Test       X Teacher notes       X Assignment

X Other: Hands on Project.

What type of assessments will be used?
X Selected Response
    Academic Response
    Brief Constructed Responses
X Observation
X Work Sample
X Other: Demonstration

What is the assessment’s purpose?
X Diagnostic       X Formative       X Summative

Describe the assessments and state the prompts: Student preparation of personalized diet.

What types of scoring tools will be used for evaluation?
X Analytic Rubric
X Holistic Rubric
X Criterion List
X Checklist
X Answer Key
Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

**Students will need to know…**
- nutritional value of foods.
- recommended daily nutritional requirements.
- the dangers of improper and fad diets

**Students will need to be able to…**
- research nutritional value of food.
- consume the right amounts of food to stay healthy.
- cut or add foods and calories safely

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan material and class discussion to assess prior knowledge
2. Preview key vocabulary words
3. Read and discuss relevant selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through role plays, class discussions, and various cross-curriculum activities
5. In-class activities including group and individual activities.
6. Observe students as they work on written and group activities
SUPPLEMENTAL RESOURCES


Suggested Student Reading: The Race Against Junk Food (Adventures in Good Nutrition) by Anthony Buono, Roy Nemerson, and Brian Silberman

SUPPLEMENTAL RESOURCES

Computer Software: Health Beats Series by Global Marketing Partners

Other References:
Understanding by Design, McTigh & Wiggins 1999
Washington Public Schools

Web References: http://www.mypyramid.gov/
Unit Title: Safety and First Aid

Grade Level/s: 8

Subject/Topic Areas: Injury Prevention at Home and School, Fire Safety, Safety Outdoors and on the road, Natural Disasters, Treatment of injuries, and First Aid for Choking

Key Words: Accident, violence, smoke detector, fire extinguisher, hypothermia, frostbite

Unit Designer/s: Heath/PE Curriculum Committee

Time Frame: 1-2 weeks

School District: Eatontown Public Schools

School: Memorial

Link to Content Standards/Interdisciplinary Standards

Standard 2.1.8 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. D1-4

Standard 9.1 (21st Century Life and Career Skills) All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Brief Summary of Unit

The Safety and First Aid Unit will help students learn about preventing accidents at home, on the road, and outdoors. Students will also learn about fire safety and natural disasters. Finally, students will learn about emergencies and basic first aid treatments.
IDENTIFY DESIRED RESULTS

Safety and First Aid

What overarching understandings are desired?
- Students have a right to live their life safely.
- Students can develop an awareness of unsafe situations.
- Good safety habits are essential in injury prevention.

What are the overarching “essential” questions?
- How does the student identify dangerous situations?
- What are good safety habits and how can I develop them?
- What steps can the students take to be safe?

What will students understand as a result of this unit?
Students will understand…
- the importance of safety in everyday life.
- the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.
- what situations require professional health services.
- how to develop strategies to improve or maintain personal and family health.
- ways to avoid and reduce threatening situations.

What “essential” and “unit” questions will focus this unit?
- How does the student make good decisions when faced with emergency situations?
- What skills do the students need in order to handle emergency situations?
- What steps students can take to protect themselves?
What evidence will show that students understand how to stay safe and handle emergency situations?

**Performance Tasks, Projects**

- Role play emergency situations
- Brainstorm safety procedures
- Practice the Heimlich maneuver

**Quizzes, Tests, Academic Prompts**

- Develop a written “First Aid Kit”
- Quizzes, tests.
- Checklist and peer feedback on role plays

**Unprompted Evidence, Observations, Work Samples**

- Classroom Participation
- Instructor Observations
- Notebook.

**Student Self-Assessment**

- Role play feedback
**PERFORMANCE TASK BLUEPRINT**

**Task Title:** Role Play  
**Approximate Time Frame:** 40 minutes

**What desired understanding/content standards will be assessed through this task?**

- Standard 2.1.8 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. D1-4

- Standard 9.1 (21st Century Life and Career Skills) All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**What is the purpose of this assessment task?**  
X Formative   Summative

**Through what authentic performance task will students demonstrate understanding?**

- Students will role play treatment of an injury.

**What student products/performances will provide evidence of desired understandings?**

<table>
<thead>
<tr>
<th>Demonstration</th>
<th>Class Participation</th>
<th>N/A</th>
</tr>
</thead>
</table>

**By what criteria will student products/performances be evaluated?**

- Demonstrate through play acting proper procedures for treating an injury.
BLUEPRINT FOR OTHER EVIDENCE

Safety and First Aid

What other evidence will be collected during this unit?

What will be assessed?
- X Skill: Knowledge
- X Understanding
- X List: “First Aid Kit”
- Skills

How will evidence be collected?
- Quiz/Test
- X Teacher notes
- X Assignment
- X Other: Hands on Project

What type of assessments will be used?
- X Selected Response
- Academic Response
- Brief Constructed Responses
- X Observation
- X Work Sample
- X Other: Demonstration

What is the assessment’s purpose?
- X Diagnostic
- X Formative
- X Summative

Describe the assessments and state the prompts: Students will role play emergency situation care.

What types of scoring tools will be used for evaluation?
- X Analytic Rubric
- X Holistic Rubric
- X Criterion List
- X Checklist
- X Answer Key
PLAN LEARNING EXPERIENCES AND INSTRUCTION

Safety and First Aid

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- how to respond to an emergency.
- when and how to perform emergency treatment.
- steps to provide proper first aid measures.

Students will need to be able to…
- remain calm during stressful situations.
- administer treatment as needed.
- know the proper procedure to provide proper treatment.

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan material and class discussion to assess prior knowledge
2. Preview key vocabulary words
3. Read and discuss relevant selections from health textbook
4. Demonstrate an understanding of vocabulary and concepts through role plays, class discussions, and various cross-curriculum activities
5. In-class activities including group and individual worksheets
6. Observe students as they work on written and group activities
### SUPPLEMENTAL RESOURCES

**Books:** Decisions for Health by Katy Z. Allen, Balu H., M.D. Athreya, and Sharon Deutschlander

**Suggested Student Reading:** Selected Directed Readings

**Manuals:** Decisions for Health Workbooks  
Current Health Magazines
## SUPPLEMENTAL RESOURCES

**Computer Software:** Microsoft Word

**Other References:**
Understanding by Design, McTigh & Wiggins 1999  
Washington Public Schools

**Web References:**
Unit Title: Self Esteem and Decision Making  

Grade Level/s: 8  

Subject/Topic Areas: Self Esteem  

Key Words: Self Esteem, body image, self concept, assertive, success, persistence, interests, self discipline, peer pressure, options, brainstorming, consequence, life skills, and attitude  

Unit Designer/s: Health/PE Curriculum Committee  

Time Frame: 1-2 weeks  

School District: Eatontown Public Schools  

School: Memorial  

Link to Content Standards/Interdisciplinary Standards  

Standard 2.1.8 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. E1-4  

Standard 9.1 (21st Century Life and Career Skills) All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.  

Brief Summary of Unit  

The Self Esteem and Decision Making Unit shows that decisions have consequences that affect individuals and others. Students will understand the importance of setting goals, explain how goals build healthy relationships and relate achieving goals to success. Students will also learn the importance of using good communication skills and refusal skills.
IDENTIFY DESIRED RESULTS

Self Esteem and Decision Making

What overarching understandings are desired?

- Your personal decisions can affect your achievement of goals.
- Decisions are affected by family, peers, culture, and media.
- There are steps to take before making a decision.

What will students understand as a result of this unit?

Students will understand…
- the importance of personal decisions.
- the effect of family, peers, culture, and media on decisions we make.
- what good communication and refusal skills are.
- how values influence a person’s decisions.
- to evaluate decisions by looking at benefits and risks of all options.

What are the overarching “essential” questions?

- What are some things to be considered when making decisions?
- How do family values, morals, and cultures affect the way you make a decision?
- How might peers influence your decisions?

What “essential” and “unit” questions will focus this unit?

- How does the student make good decisions when faced with multiple options?
- How might family influence your decision making?
- What decision will the student make when presented with peer pressure?
What evidence will show that students understand how to feel good about themselves and make responsible decisions

Performance Tasks, Projects
- Written Activities

Quizzes, Tests, Academic Prompts
- Five paragraph essay on a “Wish for the Future” Long Term Goal
- Quizzes, tests

Unprompted Evidence, Observations, Work Samples
- Classroom participation
- Instructor observation
- Notebook

Student Self-Assessment
- Envisioning and composing the Wish for the future assignment
## PERFORMANCE TASK

**BLUEPRINT**

### Self Esteem and Decision Making

**Task Title:** Mock Resume  
**Approximate Time Frame:** 40 minutes

What desired understanding/content standards will be assessed through this task?

<table>
<thead>
<tr>
<th>Standard 2.1.8 (Wellness)</th>
<th>All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. E1-4</th>
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<tbody>
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<td>Standard 9.1 (21st Century Life and Career Skills)</td>
<td>All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</td>
</tr>
</tbody>
</table>

What is the purpose of this assessment task?  
X Formative  
Summative

Through what authentic performance task will students demonstrate understanding?

- Students will develop a Mock Resume.

What student products/performances will provide evidence of desired understandings?

| Written Resume | N/A | N/A |

By what criteria will student products/performances be evaluated?

- Demonstrate through written project that the students understand what should be on a resume.

What type of scoring tools will be used for evaluation?

X Analytic Rubric  
X Holistic Rubric  
Criterion List  
X Checklist
Self Esteem and Decision Making

What other evidence will be collected during this unit?

What will be assessed?
- X Skill: Knowledge Skills
- X Understanding
- X List: Self Interest Inventory

How will evidence be collected?
- X Quiz/Test
- Teacher notes
- Assignment
- X Other: Hands on Project.

What type of assessments will be used?
- X Selected Response
- X Academic Response
  - Brief Constructed Responses
- X Observation
- X Work Sample
- X Other: Demonstration

What is the assessment’s purpose?
- X Diagnostic
- X Formative
- X Summative

Describe the assessments and state the prompts: Wish for the Future writing assignment

What types of scoring tools will be used for evaluation?
- X Analytic Rubric
- X Holistic Rubric
- X Criterion List
- X Checklist
- X Answer Key
PLAN LEARNING EXPERIENCES AND INSTRUCTION

Self Esteem and Decision Making

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know…
- the importance of personal decisions.
- what affects personal decisions.
- steps for making responsible decisions.
- effective communication techniques

Students will need to be able to…
- make responsible decisions.
- identify the forces that affect personal choices.
- effective communication techniques.

What sequence of teaching and learning experiences will equip students to develop and demonstrate THE TARGETED UNDERSTANDINGS?

1. Scan material and class discussion to assess prior knowledge
2. Preview key vocabulary words
3. Read and discuss relevant selections from health textbook
4. Present and discuss Self Esteem Collages.
5. Demonstrate an understanding of vocabulary and concepts through role plays, class discussions, and various cross-curriculum activities
6. In-class activities including group and individual worksheets
7. Observe students as they work on written and group activities
**SUPPLEMENTAL RESOURCES**


| Suggested Student Reading: Selected Directed Readings. |

| Manuals: Decisions for Health Workbooks |
| Current Health Magazines |
SUPPLEMENTAL RESOURCES

Computer Software: Microsoft Word

Other References:
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