



Based on NJSLs 2020

2022 Health / PE Curriculum

Dr. Patrick Ciccone

Ms. Gina Sodora

- 1. Health Curriculum 5-8 (grade 6 “Too Good For Drugs”)**
- 2. PE Curriculum 5-8**

Every Student Every Day



Based on NJSLs 2020

2022 Health Curriculum

Including Family Life Letters and Opt Out forms

Every Student Every Day



MENDHAM TOWNSHIP COMPREHENSIVE HEALTH CURRICULUM GRADE 5 (2022)

Health Curriculum

10 Week Unit

Pacing Guide

Topic	Time
Personal Safety	Week 1
Social and Emotional Health/ Community Health Services and Support	Week 2
Sexual Health	Week 3
Nutrition	Week 4
Health Conditions, Diseases and Medicines	Week 5
Alcohol, Tobacco and Other Drugs/Dependency, Substances Disorder, and Treatment	Week 6-7
Family Life/Growth and Development	Week 8-9
Pregnancy and Parenting	Week 10

Career Readiness, Life Literacies, and key Skills in red

Personal Safety

- A. Identify current school safety policies and explain how they are enforced 235PS1
 - a. Fire Drills N.J.S.A18A:35-4.5a
 - b. Yellow lock down
 - c. Red lock down
- B. Demonstrate an awareness of safety rules for the home, such as those related to electrical and fire safety 235PS1 (NJSA 18a:6-2)
- C. Recognize the potential hazards related to recreational activities 235PS3
 - a. Boating
 - b. Bicycling
 - c. Automotive use
 - d. Water sports
- D. Demonstrate first aid procedures 235PS2
 - a. Heimlich Maneuver
 - b. Bleeding
 - c. Burns
 - d. Poisoning
 - e. Stroke (F.A.S.T)
 - f. CPR/AED N.J.S.A18A:35-4.28-4.29
- E. Develop strategies to safely communicate through media 235PS4/ 9.4.5.DC.4/
9.4.5.DC.5/ 9.4.5.DC.7

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MENDHAM TOWNSHIP COMPREHENSIVE HEALTH CURRICULUM GRADE 5 (2022)

- a. Using respect
- b. Only communicating with friends and family
- c. Privacy
- F. Communicate boundaries and respect others' boundaries 235PS5-6, N.J.S.A 18A:35-4.5a, N.J.S.A18A:35-4.3
 - a. Call attention or leave an uncomfortable situation
 - i. Dangerous situations
 - ii. bullying N.J.S.A18A:37-17
 - iii. teasing
 - iv. teen dating violence
 - v. sexual harassment
 - vi. sexual assault
 - vii. sexual abuse

Social and Emotional Health

- A. Social Health N.J.S.A18A:35-4.39
 - 1. Resolve conflicts with peers in a healthy manner 215SSH7
 - 2. List those qualities that determine a true friend 215SSH6
 - 1. Friends and Family Members 215SSH4
 - a. Sharing common values
 - b. emotional support
 - c. Setting boundaries
 - 2. Healthy Communication 215SSH5
 - 3. Choose a nonviolent approach for dealing with bullying, and utilize appropriate resources if intervention becomes necessary 215SSH6-7, N.J.S.A18A:37-17
 - 1. Define Teasing
 - 2. Define Harassment
 - 3. Define Bullying
 - 4. Give examples of Inappropriate behavior
 - 5. (NJSA 18a:37-17)
- B. Mental/Emotional Health
 - 1. Describe the characteristics of a healthy person – physical, social, emotional and intellectual 215EH1
 - 2. Explain how to cope with rejection, loss and separation from friends and family 215EH2
 - 3. Benefits of high self-esteem and positive attitude 215EH3-4
 - 1. Identify feelings and emotions
 - a. Anger
 - b. Fear
 - c. Happiness



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- d. Sadness
 - e. Hopelessness
 - f. Anxiety
 - 2. Identify behaviors to help deal with difficult situations and where to go for assistance
 - a. Ways to relieve stress
 - b. Therapy
 - c. Trusted Adults
 - 4. Suicide Prevention 215CHSS1 & 3, N.J.S.A18A:6-111
 - 1. Strategies for people who are sad, angry, anxious, stressed
 - 2. Health Services
 - 3. Available resources
- C. Describe how businesses, non-profits and individuals can address health problems affected by global issues and change 215CHSS2 / 9.4.5.CI.2

Sexual Health

- A. Describe gender role stereotypes 215SSH1
 - 1. Impact on self and others
- B. Differentiate between sexual orientation and gender identify 215SSH2
- C. Demonstrate ways to promote dignity and respect to others 215SSH3
 - 1. Sexual orientation
 - 2. Gender identity and expression
 - 3. Race
 - 4. Ethnicity
 - 5. Socio-economic status
 - 6. Differing ability
 - 7. Immigration status
 - 8. Family Configuration

Nutrition

- A. Explain dietary guidelines and principles of “my plate” 225N1
- B. Identify the important nutrients found in various foods and determine their function 225N1
 - a. Functioning body systems
 - b. Lowering risk of disease
 - c. Providing energy
- C. Create a healthy meal based on nutritional content, value, calories, and cost 225N1-3
 - a. Maintaining a healthy weight



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- i. Gain Muscle mass
 - ii. Lose fat mass
- b. Attain personal nutritional health
 - i. Address strengths, needs and culture

Health Conditions, Diseases and Medicines

- A. Discuss how diseases are spread, how they enter the body, and how they are treated 235HCDM2
 - a. Bacteria vs. Viruses
 - b. Spread of communicable and infectious disease
 - i. lymes disease N.J.S.A18A:35-5.1
 - ii. influenza
- B. Identify conditions that can prevent the body from working properly and how the body responds 235HCDM1
 - a. Immune System
 - b. Cancer N.J.S.A18A:40-33
 - c. Heart Disease
 - d. Obesity
 - e. Diabetes
 - f. Allergies
 - g. Asthma
- C. Describe how the immune system works and the other defenses the body uses to protect itself from diseases 235HCDM3
 - a. How mental health impacts this

Alcohol, Tobacco and other Drugs/ Dependency, Substance Disorder, and Treatment

- A. Identify products that contain alcohol, and other drugs along with their unhealthy effects 235ATD1-2, N.J.S.A18A:40A-1
 - a. ECigs
 - b. Vaping products
 - c. Inhalants
 - d. Alcohol
 - e. Opioids
 - f. Substance disorders
 - g. Cancer N.J.S.A18A:40-33
- B. Describe behaviors of people who struggle with alcohol and drug use 235ATD3, 235DSDT2 & 4-5, N.J.S.A18A:40A-1
 - a. Identify types of assistance
 - i. AA
 - ii. NA



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- iii. Medical professionals
- iv. Rehab
- C. Differentiate between drug use, misuse, abuse, and prescription and illicit drugs 235DSDT1, N.J.S.A18A:40A-1
 - a. Distinguish between accurate, reliable information and myths
 - b. Identify misleading advertisements that promote and encourage drug use
- C. Use refusal skills to say no to drugs 235DSDT3, N.J.S.A18A:40A-1
 - a. Alcohol
 - b. E-cigs
 - c. Vaping products
 - d. Cannabis
 - e. Opioids
 - f. Prescriptions

Family Life/Growth and Development

- A. Discuss the changes that occur during the preadolescent period, and the importance of personal hygiene 215PGD1
 - 1. Behaviors that reduce illness
 - 2. Behaviors that prevent injuries
 - 3. Behaviors that enhances one's wellness
 - a. adequate sleep
 - b. balanced nutrition
 - c. ergonomics
 - d. regular physical activity
- B. Explain how puberty initiated the physical changes that lead to womanhood 215PGD2-4
 - 1. Ovulation and menstruation
- C. Explain the influence the endocrine system has on appearance, body functions and mental, physical, and emotional behavior 215PGD3-4
 - 1. Romantic and sexual feelings
 - 2. Masturbation
 - 3. Mood swings
 - 4. Timing of pubertal onset
- D. Discuss the female and male reproductive anatomy 215PGD3-4
- E. Identify adults students can talk to about relationships, puberty and adolescent health 215PGD5
 - 1. Family members
 - 2. Caregivers
 - 3. Teachers/School Counselors
 - 4. Health Care Professionals



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Pregnancy and Parenting

- A. Explain the relationship between intercourse and reproduction 215PP1
- B. Explain how pregnancy can occur 215PP2
 - 1. Intercourse
 - 2. IVF
 - 3. Surrogacy

Materials:

www.who.int

www.nih.gov

www.kidshealth.org

www.cdc.gov

Health and Wellness, McMillan/McGrawHill, 2008



MENDHAM TOWNSHIP COMPREHENSIVE HEALTH CURRICULUM GRADE 5 (2022)

Mendham Township Middle School

16 Washington Valley Road, Brookside, N.J. 07926

Patrick J. Ciccone, Ed.D

Principal

pciccone@mendhamtwp.org

Telephone 973-543-2505

Fax 973-543-0701

Dear Parent/Guardians of Fifth Grade Students:

As part of the Health/Family Life curriculum all fifth grade students will begin the “Growing and Changing” unit during the month of _____. This unit incorporates an introduction to the endocrine and human reproductive systems and changes that occur during puberty. The unit will continue for several classes as we cover important topics such as puberty, personal hygiene, sexual harassment, and the male/ female reproductive systems. A detailed list of topics and the curriculum is listed below.

For several classes, the boys and girls will be taught separately. The “Always Changing” program includes a video (linked below) and handouts.

In compliance with N.J.S.A. 18:35-4-6, the opportunity is offered to parents and/or guardians who have objections to any part of the family life unit detailed below to excuse their child from this unit. Student exemption forms are available from Dr. Ciccone prior to the start of the Family Life Unit.

Thank you for your continued support as we better prepare your son or daughter for the challenging and exciting adolescent years ahead.

If you have any questions or need clarification of what is covered in the curriculum, please feel free to reach out to me at gsodora@mendhamtwp.org.

Family Life/Growth and Development

- A. Discuss the changes that occur during the preadolescent period, and the importance of personal hygiene 215PGD1
 - 1. Behaviors that reduce illness
 - 2. Behaviors that prevent injuries
 - 3. Behaviors that enhances one’s wellness
 - a. adequate sleep
 - b. balanced nutrition
 - c. ergonomics
 - d. regular physical activity

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- B. Explain how puberty initiated the physical changes that lead to womanhood 215PGD2-4
 - 1. Ovulation and menstruation
- C. Explain the influence the endocrine system has on appearance, body functions and mental, physical, and emotional behavior 215PGD3-4
 - 1. Romantic and sexual feelings
 - 2. Masturbation
 - 3. Mood swings
 - 4. Timing of pubertal onset
- D. Discuss the female and male reproductive anatomy 215PGD3-4
- E. Identify adults students can talk to about relationships, puberty and adolescent health 215PGD5
 - 1. Family members
 - 2. Caregivers
 - 3. Teachers/School Counselors
 - 4. Health Care Professionals

Pregnancy and Parenting

- A. Explain the relationship between intercourse and reproduction 215PP1
- B. Explain how pregnancy can occur 215PP2
 - 1. Intercourse
 - 2. IVF
 - 3. Surrogacy

Sexual Health

- A. Describe gender role stereotypes 215SSH1
 - 1. Impact on self and others
- B. Differentiate between sexual orientation and gender identify 215SSH2
- C. Demonstrate ways to promote dignity and respect to others 215SSH3
 - 1. Sexual orientation
 - 2. Gender identity and expression
 - 3. Race
 - 4. Ethnicity
 - 5. Socio-economic status
 - 6. Differing ability
 - 7. Immigration status
 - 8. Family Configuration

5th Grade Girls – Puberty

<https://vimeo.com/268843909>

5th Grade Boys – Puberty

<https://vimeo.com/268843781>

Password: mendham



MENDHAM TOWNSHIP COMPREHENSIVE HEALTH CURRICULUM GRADE 5 (2022)

Sincerely,
Ms. Gina Sodora
Mr. Andre Viola
Physical Education/Health Educators

Cc Dr. Patrick J Ciccone



Mendham Township Middle School

16 Washington Valley Road, Brookside, N.J. 07926

Patrick J. Ciccone, Ed.D
Principal
pciccone@mendhamtwp.org

Telephone 973-543-2505
Fax 973-543-0701



Student Exemption Form / Family Life

Dear Dr. Ciccone,

In compliance with N.J.S.A. 18:35-4-6, I would like to opt my child out of the Grade 5 Family Life Unit. This opt out only applies to the current grade level. A new opt out must be completed each year.

This form must be signed and submitted to the front office at MTMS or emailed to pciccone@mendhamtwp.org.

Thank you,

Parent Signature & Date

Student Name

Parent Full Name

(Approved 2022 NJSL 2020 Aligned)



MENDHAM TOWNSHIP COMPREHENSIVE HEALTH CURRICULUM GRADE 6 (2022)

Health Curriculum

10 Week Unit

Pacing Guide

<i>Topic</i>	<i>Time</i>
<u>Physical Fitness and Lifelong Fitness</u>	<i>Week 1-2</i>
<u>Personal Growth and Development (Family Life)</u>	<i>Week 3</i>
<u>Emotional Health</u>	<i>Week 4</i>
<u>Community Health Services and Support</u>	<i>Week 5-7</i>
<u>Nutrition</u>	<i>Week 8</i>
<u>Personal Safety</u>	<i>Week 9</i>
<u>Diseases and Health Conditions</u>	<i>Week 10</i>
<u>Drugs and Alcohol (implemented by MTPD)</u>	<i>10 lesson & Graduation Feb - April</i>

Career Readiness, Life Literacies, and key Skills in red

Physical Fitness and Lifelong Fitness

- A. Summarize short and long term benefits of physical fitness/activity 228PF1
 - a. Physical
 - b. Mental
 - c. Emotional
 - d. Social
- B. Use evidence to predict how different factors may impact personal fitness and health 228PF5
 - a. Health status
 - b. Body composition
 - c. Interests
 - d. Environmental Conditions
 - e. Healthy Eating
 - f. Anabolic Steroids
 - g. Physical Activity
 - h. Lifestyle Behaviors
- C. Develop a movement and physical fitness vocabulary to enhance wellness 228LF1
 - a. Fitness Elements
 - b. Health Related Fitness Components
 - c. Fitness Skills

Personal Growth and Development

- A. Heredity 218PGD2
 - a. Family history impacting personal health

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- B. Explain how appropriate health care can promote personal health 218PGD1 & 4
- C. Male and Female Development 218PGD3
 - 1. Male and female reproductive systems 218PGD3
 - a. Functions

Emotional Health

- A. Compare and contrast stress management strategies used for stress-induced situations 218EH1, N.J.S.A18A:35-4.39
 - a. Academics
 - b. Family
 - c. Personal relationships
 - d. Finances
 - e. Celebrations
- B. Analyze how personal attributes, resilience and protective factors support mental and emotional health 218EH2
 - a. Communication skills
 - b. Decision making skills
 - c. Handling peer pressure
 - d. Refusal skills

Community Health Services and Support

- A. Describe the state and federal laws related to minor's ability to consent to health care 218CHSS1
 - a. Confidentiality in a health care setting
- B. Identify trusted adults and community resources that children can go to if they or someone they know are being sexually harassed, abused, assaulted, exploited, or trafficked 218CHSS4, N.J.S.A 18A:35-4.5a, N.J.S.A18A:35-4.3
- C. Collaborate with other students to develop a plan to address health issues related to climate change 218CHSS7/**9.4.8.Cl.1**
 - a. Cardiovascular disease
 - b. Death/Injury from extreme weather events
 - c. water-borne illnesses
 - d. Malnutrition
 - e. Malaria
 - f. Respiratory diseases

Nutrition

- A. Analyze how culture, health status, age and access to healthy foods can influence personal eating habits 228N1
- B. Food Labels 228N4



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1. Serving size
 2. Calories per serving
 3. Nutritional value
 4. Ingredients
 5. Guidelines and recommendations for good health
 6. Sports drinks/Energy drinks
 7. Supplements
- C. Proper food handling and storage 238HCDM1

Personal Safety

- A. Assess the degree of risk in a variety of situations and identify strategies needed to reduce deliberate and non-deliberate injuries 238PS1
 - a. Digital Safety
 - b. Sexting N.J.S.A18A:35-4.33
- B. Demonstrate ways to use social media safely, legally and respectfully 238PS6/
9.4.8.DC.3-5/ 9.4.8.IML.9-11
 - a. Sexting N.J.S.A18A:35-4.33
 - b. Sextortion
 - c. Privacy
 - d. Not talking to strangers

Alcohol, Tobacco and Other Drugs/Dependency, Substances Disorder and Treatment(implemented by MTPD) (NJSA 18a:40A-1)

- A. Over – the –Counter and prescription medications 238ATD1 & 3-4
 1. Safety guidelines
 2. Common terminology
 3. Impact on physical, social and emotional health
- B. Alcohol 238ATD1 & 3-4
 1. Physical, emotional and social effects of alcohol
 2. Legal and health consequences of alcohol use
- C. Tobacco 238ATD1 & 3-4
 1. Health risks associated with tobacco use
 2. Effects of second-hand smoke
- D. Steroids 228PF5
 1. Physical and emotional effects of steroid use
 2. Legality and awareness of the consequences of steroid use
 3. Relation to sports
- A. Marijuana, Cocaine and Heroin 238ATD1 & 3-4
 1. Physical, social and emotional effects of drug use



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- B. Abuse of drugs 238DSDT1-5
 - 1. Recognize the difference between drug abuse/misuse and appropriate, safe use of medications
 - 2. Understanding the present and future consequences of drug use/abuse
- C. Drug addiction 238DSDT1-5
 - 1. Physical, social and emotional effects of addiction
 - 2. Treatment of addiction

Diseases and Health Conditions

- A. Justify universal precautions, sanitation and waste disposal to prevent disease 238HCDM1
- B. Explain how the immune system fights disease 238HCDM6
 - 1. Antibodies
 - 2. White blood cells
 - 3. Vaccines
- C. Explain how methods of disease prevention, treatment strategies, and medicine can promote health-enhancing behaviors 238HCDM7
 - 1. Vaccines
 - 2. Medications (prescription vs. OTC)
 - 3. Proper hygiene

Materials

www.who.int

www.nih.gov

www.kidshealth.org

www.cdc.gov

Decisions for Health, Holt, 2007

Too Good For Drugs Grade 6, (workbook) Menendez Foundation



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Mendham Township Middle School

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Patrick J. Ciccone, Ed.D

Principal

pciccone@mendhamtwp.org

Telephone 973-543-2505

Fax 973-543-0701

Dear Parent/Guardians of Sixth Grade Students:

As part of the Health/Family Life curriculum, the sixth grade students will begin the presentation Family Life unit in _____. The unit will continue for several classes as we cover important topics such as puberty, personal hygiene, and the male/female reproductive systems and view “Boy to Man” and “Girl to Woman” videos. Throughout the lessons the boys and girls will be taught separately. A detailed list of topics and the curriculum is listed below.

In compliance with N.J.S.A. 18:35-4-6, the opportunity is offered to parents and/or guardians who have objections to any part of the family life unit detailed below to excuse their child from this unit. Student exemption forms are available from Dr. Ciccone prior to the start of the Family Life Unit.

Thank you for your continued support as we better prepare your son or daughter for the challenging and exciting adolescent years ahead.

If you have any questions or need clarification of what is covered in the curriculum, please feel free to reach out to me at gsodora@mendhamtwp.org.

6th Grade - Just Around the Corner - For Girls

<https://vimeo.com/270084546>

6th Grade - Just Around the Corner - For Boys

<https://vimeo.com/270084577>

Password: mendham

Sincerely,

Ms. Gina Sodora

Mr. Andre Viola

Physical Education/Health Educator

Cc Dr. Patrick J Ciccone



MENDHAM TOWNSHIP COMPREHENSIVE HEALTH CURRICULUM GRADE 6 (2022)

Personal Safety

- A. Assess the degree of risk in a variety of situations and identify strategies needed to reduce deliberate and non-deliberate injuries 238PS1
 - a. Digital Safety
 - b. Sexting N.J.S.A18A:35-4.33
- B. Demonstrate ways to use social media safely, legally and respectfully 238PS6/
9.4.8.DC.3-5/ 9.4.8.IML.9-11
 - a. Sexting N.J.S.A18A:35-4.33
 - b. Sextortion
 - c. Privacy
 - d. Not talking to strangers

Personal Growth and Development

- A. Heredity 218PGD2
 - a. Family history impacting personal health
- B. Explain how appropriate health care can promote personal health 218PGD1 & 4
- C. Male and Female Development 218PGD3
 - 1. Male and female reproductive systems 218PGD3
 - a. Functions



**MENDHAM TOWNSHIP COMPREHENSIVE HEALTH CURRICULUM
GRADE 6 (2022)**



Mendham Township Middle School

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Telephone 973-543-2505

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Student Exemption Form / Family Life

Dear Dr. Ciccone,

In compliance with N.J.S.A. 18:35-4-6, I would like to opt my child out of the Grade 6 Family Life Unit. This opt out only applies to the current grade level. A new opt out must be completed each year.

This form must be signed and submitted to the front office at MTMS or emailed to pciccone@mendhamtwp.org.

Thank you,

Parent Signature & Date

Student Name

Parent Full Name

Too Good for Drugs Curriculum Correlations

Correlated with New Jersey Core Curriculum Content Standards

Grade 6

Lesson One: *The Road Ahead*

Objectives: The student will be able to:

- Compare his or her body to a luxury automobile.
- Discuss ways to keep the body working as it should.
- Write three personal goals for personal health.

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

A. Personal Growth and Development

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

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

B. Decision-Making and Goal Setting

2.2.6.B.4 Apply personal health data and information to support achievement of one's short- and long-term health goals.

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.

B. Alcohol, Tobacco, and Other Drugs

2.3.6.B.4 Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.

2.3.6.B.5 Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.

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

A. Fitness and Physical Activity

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

Lesson Two: *Decision Making*

Objectives: The student will be able to:

- Define consequences.
- Distinguish decisions with minor consequences from those with major consequences.
- Discuss why it is important to stop and think about possible consequences before making decisions.
- Discuss possible consequences of a decision to use tobacco, alcohol or other drugs.
- Write a personal decision not to use tobacco, alcohol or other drugs.

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

B. Decision-Making and Goal Setting

- 2.2.6.B.1 Use effective decision-making strategies.
- 2.2.6.B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
- 2.2.6.B.3 Determine how conflicting interests may influence one's decisions.
- 2.2.6.B.4 Apply personal health data and information to support achievement of one's short- and long-term health goals.

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.

B. Alcohol, Tobacco, and Other Drugs

- 2.3.6.B.4 Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.
- 2.3.6.B.5 Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.

Lesson Three: *Peer Pressure Strategies*

Objectives: The student will be able to:

- Define peer pressure.
- Describe nine effective peer pressure refusal strategies.

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

A. Interpersonal Communication

- 2.2.6.A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.
- 2.2.6.A.2 Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.

B. Decision-Making and Goal Setting

- 2.2.6.B.1 Use effective decision-making strategies.

Lesson Four: *Peer Pressure Style*

Objectives: The student will be able to:

- Discuss tone of voice and body language needed for effective peer pressure refusal.
- Demonstrate effective peer pressure refusal techniques in a variety of situations.

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

A. Interpersonal Communication

2.2.6.A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.

2.2.6.A.2 Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.

B. Decision-Making and Goal Setting

2.2.6.B.1 Use effective decision-making strategies.

2.2.6.B.4 Apply personal health data and information to support achievement of one's short- and long-term health goals.

Lesson Five: *Goal Setting*

Objectives: The student will be able to:

- Write a personal goal.
- List steps needed to reach the goal.
- Discuss the way drug use can interfere with the ability to reach a goal.

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

A. Personal Growth and Development

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

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

B. Decision-Making and Goal Setting

2.2.6.B.1 Use effective decision-making strategies.

2.2.6.B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.

2.2.6.B.4 Apply personal health data and information to support achievement of one's short- and long-term health goals.

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.

B. Alcohol, Tobacco, and Other Drugs

- 2.3.6.B.4 Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.
- 2.3.6.B.5 Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.

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

A. Fitness and Physical Activity

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

Lesson Six: *Tobacco Truths*

Objectives: The student will be able to:

- Describe short and long-term effects of smoking cigarettes, cigars or pipes.
- Describe short and long-term effects of smokeless tobacco products.
- Demonstrate effective peer pressure refusal techniques in situations involving tobacco products.

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

A. Interpersonal Communication

- 2.2.6.A.2 Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.

B. Decision-Making and Goal Setting

- 2.2.6.B.1 Use effective decision-making strategies.
- 2.2.6.B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.

D. Advocacy and Service

- 2.2.6.D.2 Develop a position about a health issue in order to inform peers.

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.

B. Alcohol, Tobacco, and Other Drugs

- 2.3.6.B.2 Relate tobacco use and the incidence of disease.
- 2.3.6.B.3 Compare the effect of laws, policies, and procedures on smokers and nonsmokers.
- 2.3.6.B.5 Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.

C. Dependency/Addiction and Treatment

- 2.3.6.C.1 Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
- 2.3.6.C.2 Explain how wellness is affected during the stages of drug dependency/addiction.

- 2.3.6.C.3 Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.
- 2.3.6.C.4 Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.

Lesson Seven: *Advertising*

Objectives: The student will be able to:

- Contrast perceived norms with actual prevalence of smoking.
- Discuss advertising techniques used to market tobacco products.
- Distinguish between advertising claims and facts about the effects of using tobacco products.

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

B. Decision-Making and Goal Setting

- 2.2.6.B.1 Use effective decision-making strategies.
- 2.2.6.B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.

D. Advocacy and Service

- 2.2.6.D.2 Develop a position about a health issue in order to inform peers.

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.

B. Alcohol, Tobacco, and Other Drugs

- 2.3.6.B.2 Relate tobacco use and the incidence of disease.
- 2.3.6.B.3 Compare the effect of laws, policies, and procedures on smokers and nonsmokers.
- 2.3.6.B.5 Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.

C. Dependency/Addiction and Treatment

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

Lesson Eight: *Alcohol*

Objectives: The student will be able to:

- Compare the alcohol content of one serving of beer, wine and liquor.
- List the effects of alcohol on the brain and on behavior.
- Discuss reasons for laws regarding drinking age and drinking and driving.
- Demonstrate effective peer pressure refusal techniques in situations involving alcohol.

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

A. Personal Growth and Development

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

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

A. Interpersonal Communication

- 2.2.6.A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.
- 2.2.6.A.2 Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.

B. Decision-Making and Goal Setting

- 2.2.6.B.1 Use effective decision-making strategies.
- 2.2.6.B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
- 2.2.6.B.3 Determine how conflicting interests may influence one's decisions.

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.

B. Alcohol, Tobacco, and Other Drugs

- 2.3.6.B.1 Explain the system of drug classification and why it is useful in preventing substance abuse.
- 2.3.6.B.4 Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.
- 2.3.6.B.5 Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.

C. Dependency/Addiction and Treatment

- 2.3.6.C.2 Explain how wellness is affected during the stages of drug dependency/addiction.
- 2.3.6.C.3 Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.

Lesson Nine: *Keep Off The Grass!*

Objectives: The student will be able to:

- List the effects of marijuana on the body and on behavior.
- Contrast perceived norms with actual prevalence of marijuana use.

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

A. Personal Growth and Development

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

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

B. Decision-Making and Goal Setting

- 2.2.6.B.1 Use effective decision-making strategies.
- 2.2.6.B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
- 2.2.6.B.3 Determine how conflicting interests may influence one's decisions.
- 2.2.6.B.4 Apply personal health data and information to support achievement of one's short- and long-term health goals.

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.

B. Alcohol, Tobacco, and Other Drugs

- 2.3.6.B.1 Explain the system of drug classification and why it is useful in preventing substance abuse.
- 2.3.6.B.3 Compare the effect of laws, policies, and procedures on smokers and nonsmokers.
- 2.3.6.B.5 Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.

C. Dependency/Addiction and Treatment

- 2.3.6.C.1 Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
- 2.3.6.C.2 Explain how wellness is affected during the stages of drug dependency/addiction.
- 2.3.6.C.3 Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.

Lesson Ten: *Your License to a Healthy Future*

Objectives: The student will be able to:

- Review concepts learned in Too Good for Drugs, Grade 6.
- Recite reasons they will not use drugs.
- Recite a pledge not to use drugs.

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

A. Personal Growth and Development

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

E. Social and Emotional Health

- 2.1.6.E.3 Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.

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

A. Interpersonal Communication

2.2.6.A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.

2.2.6.A.2 Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.

B. Decision-Making and Goal Setting

2.2.6.B.1 Use effective decision-making strategies.

2.2.6.B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.

2.2.6.B.3 Determine how conflicting interests may influence one's decisions.

2.2.6.B.4 Apply personal health data and information to support achievement of one's short- and long-term health goals.

D. Advocacy and Service

2.2.6.D.2 Develop a position about a health issue in order to inform peers.

E. Health Services and Information

2.2.6.E.2 Distinguish health issues that warrant support from trusted adults or health professionals.

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.

B. Alcohol, Tobacco, and Other Drugs

2.3.6.B.1 Explain the system of drug classification and why it is useful in preventing substance abuse.

2.3.6.B.2 Relate tobacco use and the incidence of disease.

2.3.6.B.3 Compare the effect of laws, policies, and procedures on smokers and nonsmokers.

2.3.6.B.4 Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.

2.3.6.B.5 Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.

C. Dependency/Addiction and Treatment

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

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

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

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

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

A. Fitness and Physical Activity

2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.

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



MENDHAM TOWNSHIP COMPREHENSIVE HEALTH CURRICULUM GRADE 7 (2022)

Health Curriculum

10 Week Unit

Pacing Guide

<i>Topic</i>	<i>Time</i>
<u>Emotional and Social Health</u>	<i>Week 1</i>
<u>Nutrition</u>	<i>Week 2</i>
<u>Personal Safety</u>	<i>Week 3</i>
<u>Health Conditions, Diseases and Medicines</u>	<i>Week 4-5</i>
<u>Growth and Development (Family Life)</u>	<i>Week 6</i>
<u>Community Health Services and Support</u>	<i>Week 7-10</i>

Career Readiness, Life Literacies, and key Skills in red

Emotional and Social Health (Taught during the Signs of Suicide student training)

N.J.S.A18A:6-111

- A. Compare and contrast stress management strategies that are used to address various stress inducing situations 2188EH1, N.J.S.A18A:35-4.39
 - a. Academics
 - b. Family
 - c. Personal relationships
 - d. Finances
 - e. Celebrations
 - f. Violence
- B. Analyze how personal attributes, resiliency, and protective factors support mental and emotional health 218EH2
 - a. Communication skills
 - b. Decision making skills
 - c. Handling peer pressure
 - d. Refusal skills
- C. Demonstrate healthy communication skills 218SSH3
- D. Examine how culture influences the way families cope with traumatic situations, crises and changes.218SSH6/ 9.4.8.GCA.1
 - a. Therapy
 - b. Divorce
 - c. Death
- E. Identify professionals available to assist with health conditions and emergencies 218CHSS1
 - a. Suicide prevention
 - b. Traumatic Stress



MENDHAM TOWNSHIP COMPREHENSIVE HEALTH CURRICULUM GRADE 7 (2022)

- F. Analyze difficult situations that might lead to feelings of sadness, anxiety, and or depression and identify individuals, agencies or places in the community where assistance is available 218CHSS8
 - a. Family
 - b. Friends
 - c. School Counselors
 - d. Teachers/coaches
 - e. National Suicide Prevention lifeline
 - f. Trevor Project

Nutrition

- A. Design sample nutrition plans for families with different lifestyles, resources, special needs, and cultural backgrounds 228N3
 - a. Consider the similarities and differences
- B. Identify skills and healthy behaviors that can support adolescents in losing, gaining and maintaining weight 228N2/ 9.4.8.IML.14-15
 - a. Understanding proper nutrition
 - b. Analyzing food labels
 - c. Eating disorders
 - d. Body image and media's influence

Personal Safety

- A. Assess the degree of risk in a variety of situations 238PS1
 - a. Digital Safety
 - b. Sexting, N.J.S.A18A:35-4.33
 - c. Gang violence N.J.S.A18A:35-4.26
- B. Demonstrate ways to use social media safely, legally and respectfully 238PS6/
9.4.8.IML.9-11
- C. Evaluate the impact of technology and social media on relationships 238PS7
 - a. Communication
 - b. Respect

Health Conditions, Diseases and Medicines

- A. Determine the role of genetics in being susceptible to disease and health conditions 238HCDM2
 - a. Heart Disease
 - b. Obesity
 - c. Arthritis



MENDHAM TOWNSHIP COMPREHENSIVE HEALTH CURRICULUM GRADE 7 (2022)

- d. Osteoporosis
- e. Cancer N.J.S.A18A:40-33
- B. Identify behaviors that reduce risk factors 238HCDM2 & 3
 - a. Exercise
 - b. Nutritious Diet
 - c. Routine check ups with medical professionals
 - d. Basic First Aid Procedures N.J.S.A18A:35-4.28-4.29

Growth and Development (Family Life)

- A. Male reproductive system 218PGD3 & 4
 - 1. Review of the male anatomy
 - 2. Physiological changes to the male body with growth
- A. Female reproductive system 218PGD3 & 4
 - 1. Review of the female anatomy
 - 2. Physiological changes to the female body with growth
 - 3. Menstruation
 - 4. Sanitary products

Community Health Services and Support

- A. Describe state and federal laws related to age of consent, minor's ability to consent to health care, confidentiality in healthcare, child pornography and sexting. 218CHSS2, N.J.S.A18A:35
- B. Identify community resources and other sources of support that they can go to if they or someone they know is being sexually harassed, abused, assaulted or exploited. 218CHSS4, N.J.S.A 18A:35-4.5a
 - a. Trusted adults
 - b. Family members
 - c. School counselor
 - d. Medical professionals
- C. Develop an advocacy plan regarding health issues and share this information in an appropriate setting 218CHSS6
 - a. Mental health
 - b. Climate changes **9.4.8.CI.1**
 - c. Vaccinations
 - d. Access to health care and medications



MENDHAM TOWNSHIP COMPREHENSIVE HEALTH CURRICULUM GRADE 7 (2022)

Materials

www.who.int

www.nih.gov

www.kidshealth.org

www.cdc.gov

Decisions for Health, Holt, 2007

Integrating Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Integrated technology Standards:

-Graph and calculate data within a spreadsheet and present a summary of the results

-Create a story about a picture taken by the student on a digital camera or mobile device.

-Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

-Collaborate with peers by participating in interactive digital games or activities.

-Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media

-Demonstrate the application of appropriate citations to digital content.

-Assess the credibility and accuracy of digital content.

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

-Use the Internet to explore and investigate questions with a teacher's support.

-Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

-Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs).

-Examine a system, consider how each part relates to other parts, and discuss a part to redesign to improve the system.

-Investigate a malfunction in any part of a system and identify its impacts.

(Approved 2022 NJSLS 2020 Aligned)



MENDHAM TOWNSHIP COMPREHENSIVE HEALTH CURRICULUM GRADE 7 (2022)

- Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers.
- Identify the desired and undesired consequences from the use of a product or system.
- Research examples of how humans can devise technologies to reduce the negative consequences of other technologies and present your findings.

Integration of Career Awareness

924a1-Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

924a4- Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

928b3- Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

928b7- Evaluate the impact of online activities and social media on employer decisions.



MENDHAM TOWNSHIP COMPREHENSIVE HEALTH CURRICULUM GRADE 7 (2022)

Mendham Township Middle School

16 Washington Valley Road, Brookside, N.J. 07926

Patrick J. Ciccone, Ed.D

Principal

pciccone@mendhamtwp.org

Telephone 973-543-2505

Fax 973-543-0701

Dear Parent/Guardians of Seventh Grade Students:

As part of the Health/Family Life curriculum, the seventh grade students will begin the Human Sexuality unit during the month of _____. The unit will continue for several classes as we cover important topics such as puberty, personal hygiene, sexual harassment, and the male/ female reproductive systems and . Throughout the lessons the boys and girls will be taught separately. A detailed list of topics and the curriculum is listed below.

In compliance with N.J.S.A. 18:35-4-6, the opportunity is offered to parents and/or guardians who have objections to any part of the family life unit detailed below to excuse their child from this unit. Student exemption forms are available from Dr. Ciccone prior to the start of the Family Life Unit.

Thank you for your continued support as we better prepare your son or daughter for the challenging and exciting adolescent years ahead.

If you have any questions or need clarification of what is covered in the curriculum, please feel free to reach out to me at gsodora@mendhamtwp.org.

7th Grade - Growing Up - For Girls

<https://vimeo.com/271263163>

7th Grade - Growing Up - For Boys

<https://vimeo.com/270105123>

Password: mendham

Sincerely,

Ms. Gina Sodora

Mr. Andre Viola

Physical Education/Health Educator

Cc Dr. Patrick J Ciccone



MENDHAM TOWNSHIP COMPREHENSIVE HEALTH CURRICULUM GRADE 7 (2022)

Personal Safety

- A. Assess the degree of risk in a variety of situations 238PS1
 - a. Digital Safety
 - b. Sexting N.J.S.A18A:35-4.33
 - c. Gang violence N.J.S.A18A:35-4.26
- B. Demonstrate ways to use social media safely, legally and respectfully 238PS6/
9.4.8.IML.9-11
- C. Evaluate the impact of technology and social media on relationships 238PS7
 - a. Communication
 - b. Respect

Growth and Development (Family Life)

- A. Male reproductive system 218PGD3 & 4
 - 1. Review of the male anatomy
 - 2. Physiological changes to the male body with growth
- A. Female reproductive system 218PGD3 & 4
 - 1. Review of the female anatomy
 - 2. Physiological changes to the female body with growth
 - 3. Menstruation
 - 4. Sanitary products

Community Health Services and Support

- A. Describe state and federal laws related to age of consent, minor's ability to consent to health care, confidentiality in healthcare, child pornography and sexting. 218CHSS2, N.J.S.A18A:35-4.33
- B. Identify community resources and other sources of support that they can go to if they or someone they know is being sexually harassed, abused, assaulted or exploited. 218CHSS4, N.J.S.A 18A:35-4.5a
 - a. Trusted adults
 - b. Family members
 - c. School counselor
 - d. Medical professionals



MENDHAM TOWNSHIP COMPREHENSIVE HEALTH CURRICULUM GRADE 7 (2022)



Mendham Township Middle School

16 Washington Valley Road, Brookside, N.J. 07926

Patrick J. Ciccone, Ed.D

Principal

pciccone@mendhamtp.org

Telephone 973-543-2505

Fax 973-543-0701

Student Exemption Form / Family Life

Dear Dr. Ciccone,

In compliance with N.J.S.A. 18:35-4-6, I would like to opt my child out of the Grade 7 Family Life Unit. This opt out only applies to the current grade level. A new opt out must be completed each year.

This form must be signed and submitted to the front office at MTMS or emailed to pciccone@mendhamtp.org.

Thank you,

Parent Signature & Date

Student Name

Parent Full Name



MENDHAM TOWNSHIP COMPREHENSIVE HEALTH CURRICULUM GRADE 8 (2022)

Health Curriculum

10 Week Unit

Pacing Guide

<i>Topic</i>	<i>Time</i>
<u>Emotional and Social Health</u>	<i>Week 1</i>
<u>Health Conditions, Diseases and Medicines</u>	<i>Week 2</i>
<u>Alcohol, Tobacco and other Drugs/Dependency, Substance Disorders and Treatment</u>	<i>Week 3 - 5</i>
<u>Personal Growth and Development/Parenting and Pregnancy</u>	<i>Week 6-7</i>
<u>Social/Sexual Health</u>	<i>Week 8</i>
<u>Community Health Services and Support</u>	<i>Week 9</i>
<u>Personal Safety</u>	<i>Week 10</i>

Career Readiness, Life Literacies, and key Skills in red

Emotional and Social Health (Taught during the Signs of Suicide student training)

N.J.S.A18A:35-4.39, N.J.S.A18A:6-111

- A. Compare and contrast stress management strategies that are used to address various stress inducing situations 2188EH1
- B. Analyze how personal attributes, resiliency, and protective factors support mental and emotional health 218EH2
- C. Demonstrate healthy communication skills 218SSH3
- D. Examine how culture influences the way families cope with traumatic situations, crises and changes.218SSH6
 - a. Therapy
 - b. Divorce
 - c. Death
- E. Identify professionals available to assist with health conditions and emergencies 218CHSS1
 - a. Suicide prevention
 - b. Traumatic Stress
- F. Analyze difficult situations that might lead to feelings of sadness, anxiety, and or depression and identify individuals, agencies or places in the community where assistance is available 218CHSS8, N.J.S.A18A:6-111
 - a. Family
 - b. Friends
 - c. School Counselors
 - d. Teachers/coaches
 - e. National Suicide Prevention lifeline
 - f. Trevor Project

(Approved 2022 NJSLS 2020 Aligned)



MENDHAM TOWNSHIP COMPREHENSIVE HEALTH CURRICULUM GRADE 8 (2022)

Health Conditions, Diseases and Medicines

- A. Communicable diseases acquired through risky behaviors 238HCDM3
 - 1. STIs
 - 2. HIV/AIDS
 - 3. HPV
- B. Signs and symptoms of STIs and HIV 238HCDM4

Alcohol, Tobacco and Other Drugs/Dependency, Substance Disorder and Treatment

N.J.S.A18A:40A-1

- A. Relate the use of alcohol and other drugs to decision making, consent and risk for sexual assault and abuse 238ATD1, N.J.S.A 18A:35-4.5a, N.J.S.A18A:35-4.3, N.J.S.A18A:35-4.3
- B. Explain the impact drugs have on the brain 238ATD4
- C. Determine the impact alcohol and drugs can have on an individual's social, emotional, and physical well-being 238DSDT3
 - a. Alcohol
 - b. Heroin
 - c. Inhalants
 - d. Designer Drugs
 - e. Vaping/Juuling
 - f. Tobacco
 - g. Cannabis
- D. Compare and contrast services available to people affected by substance disorders in the community or state level 238DSDT5
 - a. NA
 - b. AA
 - c. Medical Professionals
 - d. Rehabilitation Services
 - e. Therapy

Personal Growth and Development/Pregnancy and Parenting

- A. Human Reproductive systems 218PGD3
 - i. External and Internal body parts
 - ii. Natural Variations



MENDHAM TOWNSHIP COMPREHENSIVE HEALTH CURRICULUM GRADE 8 (2022)

- B. Describe pregnancy testing, signs of pregnancy and pregnancy options 218PP1
 - i. Parenting
 - ii. Abortion
 - iii. Adoption
- C. Understanding the process of fertilization and the development of the embryo/fetus/birth 218PP2
- D. Prenatal practices to support a healthy pregnancy and identify where to find medically accurate sources 218PP3 & 5
 - i. Medical doctors
 - ii. womenshealth.gov
 - iii. marchofdimes.org
 - iv. mountsinai.org
- E. Parenting challenges for adolescent parents 218PP4

Social and Sexual Health

- A. Differentiate between gender identity, gender expression, and sexual orientation 218SSH1, N.J.S.A18A:35-4.35
- B. Develop a plan for the school to promote dignity for people of all genders, gender identities, gender expressions and sexual orientations 218SSH2/
9.4.8.CI.3/9.4.8.GCA.1&2, N.J.S.A18A:35-4.35
- C. Compare and contrasts characteristics of healthy and unhealthy relationships 218SSH4 & 5
 - a. Friendships
 - b. Romantic Relationships
 - c. Sexual Relationships
- D. Identify factors that are important in deciding when to engage in sexual behaviors 218SSH7
 - a. Age
 - b. Maturity
 - c. Ability to give consent 218SSH8
- E. Define Sex 218SSH9
 - a. Vaginal
 - b. Anal
 - c. Oral
- F. Identify short and long term contraception and how to access and use them and to eliminate risk of unintended pregnancy and STIs 218SSH10-11, 238HCDM5
 - a. Abstinence N.J.S.A18A:35-4.19-20
 - b. Condoms
 - c. Dental dams
 - d. Hormonal birth control pills
 - e. IUD, NuvaRing



MENDHAM TOWNSHIP COMPREHENSIVE HEALTH CURRICULUM GRADE 8 (2022)

Community Health Services and Support

- A. Identify professionals to assist with sexual health services 218CHHS1
 - a. Breast self-examination N.J.S.A18A:35-5.4
 - b. Annual OBGYN
 - c. Testicular Cancer N.J.S.A18A:40-33
- B. Describe state and federal laws 218CHHS2 & 3/ 9.4.8.IML.9-11
 - a. Consent N.J.S.A18A:35
 - b. Child pornography
 - c. Sexting N.J.S.A18A:35-4.33
 - d. Safe haven N.J.S.A18A:35-4.40 & 18A:35-4.41
 - e. Sex trafficking
 - f. Access to sexual healthcare services (pregnancy, STIs/HIV prevention, testing, care and treatment)
- C. Identify community resources, and other sources of support for someone being sexually harassed, abused, assaulted, exploited, or trafficked 218CHHS4, N.J.S.A 18A:35-4.5a
- D. Identify medically accurate sources of information 218CHHS5/ 9.4.8.IML.1-2
 - a. STIs
 - b. HIV
 - c. Prevention
 - d. PrEP
 - e. PEP

Personal Safety

- A. Assess the degree of risk and identify strategies needed to reduce deliberate and no-deliberate injuries 238PS1, N.J.S.A 18A:35-4.5a
 - a. Dating violence N.J.S.A18A:35-4.23a
 - b. Domestic Violence N.J.S.A18A:35-4.23
 - c. Sexting N.J.S.A18A:35-4.33
 - d. Human Trafficking
 - e. Nonconsensual sexual encounters
- B. Define sexual consent and sexual agency 238PS2, N.J.S.A 18A:35-4.5a
- C. Define interpersonal and sexual violence 238PS3, N.J.S.A 18A:35-4.5a, N.J.S.A18A:35-4.23a, N.J.S.A18A:35-4.23, N.J.S.A18A:35-4.3
 - a. Sexual harassment
 - b. Sexual assault
 - c. Sexual abuse
 - d. Incest
 - e. Rape
 - f. Domestic violence N.J.S.A18A:35-4.23
 - g. Coercion
 - h. Dating violence N.J.S.A18A:35-4.23a



MENDHAM TOWNSHIP COMPREHENSIVE HEALTH CURRICULUM GRADE 8 (2022)

- D. Describe strategies sex traffickers and exploiters use 238PS4
- E. Determine effectiveness of laws to keep children safe 238PS5

Materials

www.who.int

www.nih.gov

www.kidshealth.org

www.cdc.gov

<https://www.apa.org/topics/lgbtq/sexual-orientation>

<https://www.teensource.org/relationships/sexuality-gender-identity>

<https://www.thetrevorproject.org/>

Decisions for Health, Holt, 2007



MENDHAM TOWNSHIP COMPREHENSIVE HEALTH CURRICULUM GRADE 8 (2022)

Mendham Township Middle School

16 Washington Valley Road, Brookside, N.J. 07926

Patrick J. Ciccone, Ed.D

Principal

pciccone@mendhamtwp.org

Telephone 973-543-2505

Fax 973-543-0701

Dear Parent/Guardians of Seventh Grade Students:

As part of the Health/Family Life curriculum, the seventh grade students will begin the Human Sexuality unit during the month of _____. The unit will continue for several classes as we cover important topics such as puberty, personal hygiene, sexual harassment, and the male/ female reproductive systems and . Throughout the lessons the boys and girls will be taught separately. A detailed list of topics and the curriculum is listed below.

In compliance with N.J.S.A. 18:35-4-6, the opportunity is offered to parents and/or guardians who have objections to any part of the family life unit detailed below to excuse their child from this unit. Student exemption forms are available from Dr. Ciccone prior to the start of the Family Life Unit.

Thank you for your continued support as we better prepare your son or daughter for the challenging and exciting adolescent years ahead.

If you have any questions or need clarification of what is covered in the curriculum, please feel free to reach out to me at gsodora@mendhamtwp.org.

7th Grade - Growing Up - For Girls

<https://vimeo.com/271263163>

7th Grade - Growing Up - For Boys

<https://vimeo.com/270105123>

Password: mendham

Sincerely,
Ms. Gina Sodora

(Approved 2022 NJSL 2020 Aligned)



MENDHAM TOWNSHIP COMPREHENSIVE HEALTH CURRICULUM GRADE 8 (2022)

Mr. Andre Viola
Physical Education/Health Educator

Cc Dr. Patrick J Ciccone

Personal Safety

- A. Assess the degree of risk in a variety of situations 238PS1
 - a. Digital Safety
 - b. Sexting N.J.S.A18A:35-4.33
 - c. Gang violence N.J.S.A18A:35-4.26
- B. Demonstrate ways to use social media safely, legally and respectfully 238PS6/
9.4.8.IML.9-11
- C. Evaluate the impact of technology and social media on relationships 238PS7
 - a. Communication
 - b. Respect

Growth and Development (Family Life)

- A. Male reproductive system 218PGD3 & 4
 - 1. Review of the male anatomy
 - 2. Physiological changes to the male body with growth
- A. Female reproductive system 218PGD3 & 4
 - 1. Review of the female anatomy
 - 2. Physiological changes to the female body with growth
 - 3. Menstruation
 - 4. Sanitary products

Community Health Services and Support

- A. Describe state and federal laws related to age of consent, minor's ability to consent to health care, confidentiality in healthcare, child pornography and sexting. 218CHSS2, N.J.S.A18A:35-4.33
- B. Identify community resources and other sources of support that they can go to if they or someone they know is being sexually harassed, abused, assaulted or exploited. 218CHSS4, N.J.S.A 18A:35-4.5a
 - a. Trusted adults
 - b. Family members
 - c. School counselor
 - d. Medical professionals



MENDHAM TOWNSHIP COMPREHENSIVE HEALTH CURRICULUM GRADE 8 (2022)



Mendham Township Middle School

16 Washington Valley Road, Brookside, N.J. 07926

Patrick J. Ciccone, Ed.D

Principal

pciccone@mendhamtwp.org

Telephone 973-543-2505

Fax 973-543-0701



Student Exemption Form / Family Life

Dear Dr. Ciccone,

In compliance with N.J.S.A. 18:35-4-6, I would like to opt my child out of the Grade 7 Family Life Unit. This opt out only applies to the current grade level. A new opt out must be completed each year.

This form must be signed and submitted to the front office at MTMS or emailed to pciccone@mendhamtwp.org.

Thank you,

Parent Signature & Date

Student Name

Parent Full Name



Based on NJSLs 2020

2022 Physical Education Curriculum

Every Student Every Day



MENDHAM TOWNSHIP COMPREHENSIVE PHYSICAL EDUCATION CURRICULUM GRADE 5 (2022)

Physical Education Curriculum

30 Week Unit

Pacing Guide

<i>Topic</i>	<i>Time</i>
Soccer	<i>3 Weeks</i>
Football	<i>3 Weeks</i>
Basketball	<i>3 Weeks</i>
Volleyball	<i>3 Weeks</i>
Speedball	<i>2 Weeks</i>
Hockey (Floor/Field)	<i>3 Weeks</i>
Racket Sports (Tennis/Badminton)	<i>3 Weeks</i>
Frisbee	<i>2 Weeks</i>
Baseball/Softball/Wiffle Ball	<i>2 Weeks</i>
Lacrosse	<i>2 Weeks</i>
Group Games/Cooperative Games	<i>2 Weeks</i>
Yoga	<i>1 Week</i>
Dance	<i>1 Week</i>

“The NJSLS-CHPE revised standards incorporate rigorous evidence-based processes resulting in a focus on concepts that are essential for lifelong student wellness. This set of standards disaggregates disciplinary concepts of health and physical education into three standards, adds ten practices to promote student-centered learning, develops K-12 learning progressions for disciplinary concepts, and incorporates legislative requirements into the standards. In addition, the 2020 NJSLS-CHPE reflects 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.” (NJDOE, 2020)

By the end of grade 5 students should be competent and confident in age appropriate performance, gross and fine motor skills along with manipulative skills, with execution of movement skills and concepts in both individual and group physical activities, games, aerobics, free movement, dance, sports and recreational activities. Students should also be able to understand constructive feedback from others and understand how it impacts their improvement, effectiveness and participation in their skill levels, ability to understand concepts, sportsmanship and safety. Teams at this level should be able to apply offensive, defensive and cooperative strategies. (NJDOE, 2020)

Students will use the different components of fitness to enhance personal health as well as motor skill performance. They will be able to maintain wellness by participating and setting goals in a variety of moderate to vigorous physical activities, and use personal and community resources to stay active. (NJDOE, 2020)

(Approved 2022 NJSLS 2020 Aligned)



MENDHAM TOWNSHIP COMPREHENSIVE PHYSICAL EDUCATION CURRICULUM GRADE 5 (2022)

Basic Skills and Lead-Up Games 225MSC1, 225MSC3, 225MSC5-7, 225PF1-3, 225LF1-3

Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities, free movements, games, aerobics, dance, sports, and recreational activities.

- Skills
 - Throwing 225MSC3 Demonstrate and perform movement skills with developmentally appropriate control in isolated settings.
 - Baseball/Softball
 - Football
 - Frisbee
 - Lacrosse
 - Speedball/Handball
 - Catching
 - Above waist
 - Below waist
 - Dribbling (Basketball, Soccer) 225MSC1 Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space.
 - Hands
 - Right hand
 - Left hand
 - Cross over
 - Feet
 - Inside foot
 - Outside foot
 - Striking (Volleyball, Tennis, Hockey, Baseball/Softball) 225PF1 Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health
22LF1 Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment
 - Hand
 - Bump
 - Set
 - Spike
 - Implement
 - Bat
 - Racket
 - Hockey Stick

(Approved 2022 NJSL 2020 Aligned)



MENDHAM TOWNSHIP COMPREHENSIVE PHYSICAL EDUCATION CURRICULUM GRADE 5 (2022)

- Kicking (Soccer) 225MSC5 Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
 - Inside Foot
 - Outside Foot
 - Laces
- Footwork 225MSC1 Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space.
 - Jumping 225MSC4 Develop the necessary body control to improve stability and balance during movement and physical activity
 - Agility 225PF3 Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness
 - Dodging
- Essential Questions
 - What motor skills are necessary to develop an appreciation for lifetime fitness? 225LF2 Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness
 - How will you develop a positive attitude toward team/individual and lifetime activities?
 - Why are rules necessary for the safety of all participants?
 - How does participation in small group activities help to develop appropriate social behavior?
 - Why is the development of basic motor skills essential?
- Assessments
 - Teacher observation
 - Self Assessment
 - Peer Assessment
 - Informal question and answer
 - Rubric

Large Group Games and Adventure Activities 225MSC1, 225MSC5-7, 225PF1-2, 225LF3

Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety. Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.

- Skills 225MSC6 Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.



MENDHAM TOWNSHIP COMPREHENSIVE PHYSICAL EDUCATION CURRICULUM GRADE 5 (2022)

225MSC7 Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

- Active listening
- Cooperation 225PF2 Accept and respect others of all skill levels and abilities during participation
- Good Sportsmanship
- Respect for student ideas, opinions, and varied skill levels
- Following directions, rules, and safe play
- Essential Questions
 - Why are cooperation and listening essential in achieving group success?
 - Why is effective communication necessary in problem solving?
 - How do team building activities develop confidence and self esteem?
- Assessment
 - Group debriefing
 - Teacher observation
 - Hellison's Level of Responsibility Chart

Lifetime Activities 225MSC1-7, 225PF3-5, 225LF3-5

The components of fitness contribute to enhanced personal health as well as motor skill performance. Wellness is maintained, and gains occur over time when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities

Personal and community resources can support physical activity.

- Skills
 - Racket Sports (Tennis, Badminton) 225LF3 Proactively engage in movement and physical activity for enjoyment individually or with others
225PF4 Develop a short and long-term health-related fitness goal to evaluate personal health
225PF5 Determine how different factors influence personal fitness and other healthy lifestyle choices
 - Serve
 - Forehand
 - Backhand
 - Body Position
 - Overhand/Underhand
 - Follow Through
 - Tactics
 - Yoga & Dance
 - Sun Salutation 225LF4 Perform and increase the range of motion in dynamic stretching and breathing exercises



MENDHAM TOWNSHIP COMPREHENSIVE PHYSICAL EDUCATION CURRICULUM GRADE 5 (2022)

- Group Dance 225MSC2 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
- Essential Questions
 - What components do lifetime sports share?
 - How does participation in lifetime sports influence physical fitness?
 - Why is it important to master basic skills?
 - What role does safety play in lifetime sports?
 - What factors may influence an individual's personal fitness and health lifestyle choices?
 - What community resources are available to us to help us maintain a physically active lifestyle? 225LF5 Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness
- Assessment
 - Teacher observation
 - Rubrics
 - Self Assessment
 - Peer Assessment

Resources

- PE Central
- AAHPERD
- NJAHPERD
- NASPE
- Teaching Sport Concepts and Skills (Stephen A. Mitchell, Judith L. Oslin, Linda L. Griffin)
- SPARK



MENDHAM TOWNSHIP COMPREHENSIVE PHYSICAL EDUCATION CURRICULUM GRADE 6-8 (2022)

Physical Education Curriculum

30 Week Unit

Pacing Guide

<i>Topic</i>	<i>Time</i>
Soccer	3 Weeks
Football	3 Weeks
Basketball	3 Weeks
Volleyball	3 Weeks
Speedball	2 Weeks
Hockey (Floor/Field)	3 Weeks
Racket Sports (Tennis/Badminton)	3 Weeks
Frisbee	2 Weeks
Baseball/Softball/Wiffle Ball	2 Weeks
Lacrosse	2 Weeks
Group Games/Cooperative Games	2 Weeks
Yoga	1 Week
Dance	1 Week

“The NJSLS-CHPE revised standards incorporate rigorous evidence-based processes resulting in a focus on concepts that are essential for lifelong student wellness. This set of standards disaggregates disciplinary concepts of health and physical education into three standards, adds ten practices to promote student-centered learning, develops K-12 learning progressions for disciplinary concepts, and incorporates legislative requirements into the standards. In addition, the 2020 NJSLS-CHPE reflects 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.” (NJDOE, 2020)

By the end of grade 8 students should be able to use effective execution of movements in a variety of skills and provide the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities. Students will be able to use feedback from others and self assessments to improve on their performance of movement skills and concepts. They will also be able to achieve individual and team goals when they apply effective tactical strategies in games, sports, and other physical activities. (NJDOE, 2020)

Students will have an understanding of a variety of effective fitness principles that can be applied consistently and that will enhance personal fitness levels, performance, and health status. Students will be able to take effective fitness principles, mental and emotional endurance to enhance performance and well being, along with using community resources to maintain physical activity and participation. (NJDOE 2020)

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MENDHAM TOWNSHIP COMPREHENSIVE PHYSICAL EDUCATION CURRICULUM GRADE 6-8 (2022)

Team Sports 228MSC1-2, 228MSC4-7, 228PF2, 228LF3, 228LF6-7

A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status. Community resources can provide participation in physical activity for self and family members. Feedback from others and self-assessment impacts performance of movement skills and concepts.

- Skills
 - Basketball 228MSC1 Explain and demonstrate the transition of movement skills from isolated settings into applied settings
 - Pass
 - Dribble
 - Shoot
 - Body positioning
 - Tactics/Rules
 - Footwork
 - Floor Hockey 228MSC2 Demonstrate control of motion in relationship between force, flow, time and space in interactive dynamic environments
 - Stick Handling
 - Shooting
 - Passing
 - Tactics/Rules
 - Field Hockey
 - Stick Handlings
 - Drive
 - Pass
 - Reverse stick
 - Body Positioning
 - Tactics/Rules
 - Soccer 228LF3 Explore by leading self and others to experience and participate in different cultures' physical fitness activities
 - Dribbling
 - Pass
 - Ball control
 - Shooting
 - Positioning
 - Tactics/Rules
 - Volleyball 228MSC4 Analyze, and correct movements and apply to refine movement skills
 - Bump
 - Set
 - Spike



MENDHAM TOWNSHIP COMPREHENSIVE PHYSICAL EDUCATION CURRICULUM GRADE 6-8 (2022)

- Serve
 - Tactics/Rules
- Speedball/Handball 228MSC6 Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings
 - Throw
 - Catch
 - Foot dribbling
 - Shooting
 - Tactics/Rules
- Football 228MSC5 Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games
 - Throwing
 - Catching
 - Dodging
 - Tactics/Rules
- Frisbee 228MSC6 Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings
 - Grip
 - Throwing
 - Catching
 - Tactics/Rules
- Baseball/Softball/Wiffle Ball/Kickball 228MSC7 Effectively manage emotions during physical activity in a safe manner to self and others
 - Throwing
 - Catching
 - Fielding
 - Hitting
 - Base running
 - Tactics/Rules
- Lacrosse
 - Throwing
 - Catching
 - Grounders
 - Tactics/Rules
- Essential Questions
 - What components of fitness are developed by participation in team sports?
 - How do team sports influence social skills and cooperative endeavors?
 - Why is it necessary to learn proper care and maintenance of equipment as it relates to safety?



MENDHAM TOWNSHIP COMPREHENSIVE PHYSICAL EDUCATION CURRICULUM GRADE 6-8 (2022)

- What does our community offer us to maintain a healthy and active lifestyle?
228LF6 Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities
- If you want a career in physical activity or health, what are some personal attributes that will help someone become successful? 228LF7 Evaluate personal attributes as they relate to career options in physical activity and health professions 9.2.8.CAP.2
- Assessments
 - Rubrics
 - Teacher observation
 - Self Assessment
 - Peer Assessment

Large Group Games and Adventure Activities 228MSC3-5, 228MSC7, 228PF2, 228LF3-4

Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities. Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

- Skills
 - Active Listening
 - Cooperation
 - Good sportsmanship 228LF4 Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities
 - Strategies
 - Respect for students ideas, opinions and varied skill levels 228PF2 Recognize and involve others of all ability levels into a physical activity
 - Following directions, rules and safe play
 - Respect for equipment
- Essential Questions
 - How do adventure activities develop leadership skills?
 - Why do team building activities help a person cope with success and failure?
 - How do you assess risks in order to make appropriate decisions?
- Assessments
 - Group debriefing
 - Teacher observations
 - Hellison's Levels of Responsibilities chart



MENDHAM TOWNSHIP COMPREHENSIVE PHYSICAL EDUCATION CURRICULUM GRADE 6-8 (2022)

Lifetime Activities 228MSC1-4, 228MSC7, 228PF1-2, 228LF1-4

Effective fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.

- Skills
 - Racket Sports 228LF2 Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime
 - Serve
 - Forehand/Backhand
 - Smash
 - Body Position
 - Overhand/Underhand
 - Partner Play
 - Tactics
 - Yoga & Dance
 - Sun Salutation 228PF1 Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
 - Group Dance 228MSC3 Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities
- Essential Questions
 - How does participation in lifetime sports influence physical fitness? 228LF1 Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
 - Why is it important to learn lifetime sport skills in middle school?
 - Why is it important to stress safety in all lifetime sports?
 - How can knowledge of rules and strategies enhance participation in lifetime sports?
- Assessment
 - Teacher observation
 - Rubrics
 - Self Assessment
 - Peer Assessment

Resources

- PE Central
- AAHPERD
- NJAHPERD
- NASPE
- Teaching Sport Concepts and Skills (Stephen A. Mitchell, Judith L. Oslin, Linda L. Griffin)
- SPARK

Accomodations Addendum
Curriculum Modifications for
IEPs, 504s, ELL and Gifted & Talented

IEP and 504:

Allow for extended time on homework and assessments as described in the student's plan

Allow use of calculator

Check for comprehension and understanding

Highlight or underline key words

Permit ample time for student to respond to questions

Clearly define limits and expectations

Encourage student to ask for needed assistance

Preferential seating

Repeating, clarifying or rewording directions

ELL

Allow for alternate responses

Provide student with advanced notes

Allow for extended time on homework and assessments

Teacher modeling of what is expected and necessary steps to complete task

Provide simplified written and verbal instructions

Permit ample time for student to respond to questions

Encourage student to ask for needed assistance

Check for comprehension and understanding

Repeating, clarifying or rewording directions

Preferential seating

Allow use of eDictionary/technology to look up unknown words

Integrated Accommodations & Modifications in Physical Education for SE/ELL/At Risk/G&T/504

Modifications can be made in many areas. Equipment modifications, changes in the physical environment, modification of the rules and changes in the movement requirements can all be utilized to provide a more active and successful experience in physical education.

Modifications should address the following questions:

- Will the modifications increase the student's level of participation?
- Will the modifications create a safe environment for both the students and the remainder of the class?
- Will the modification change the essence or nature of the game?
- Will the modifications help the student with disabilities blend in more or stand out even more than before?
- Will the modifications create a successful experience for all students?

Modifications can be made for certain deficiencies, for specific motor and fitness skills. The following are examples of each of these areas:

For a student with limited strength:	For a student with limited speed:
<ul style="list-style-type: none"> ● Shorten distance to move or propel object ● Use lighter equipment ● Use shorter and lighter striking implements ● Allow students to sit or lie down while playing ● Allow students to monitor their own fatigue ● Use deflated balls or suspended balls ● Change movement requirements 	<ul style="list-style-type: none"> ● Shorten distance or change distances for different students ● Change locomotor pattern ● Equalize competition among teams ● Make safe areas in tag games
For a student with limited endurance:	For a student with limited balance:
<ul style="list-style-type: none"> ● Shorten distance and playing area ● Allow more rest periods ● Change movement requirements to reduce activity time ● Allow student to sit while playing ● Decrease activity time for students 	<ul style="list-style-type: none"> ● Provide chair, bar or buddy for support ● Teach balance techniques (widen base, use arms) ● Increase width of surfaces to be walked ● Use carpeted areas rather than slick surfaces ● Teach student how to fall ● Place student near wall for support ● Lower center of gravity
For a student with limited coordination and accuracy:	
<ul style="list-style-type: none"> ● Use stationary objects for kicking/striking ● Decrease distance for throwing, kicking, and striking ● Make targets and goals larger ● Use scarves, balloons, bubbles to enhance visual tracking skills ● Increase surface of striking implements ● Use larger balls for kicking and striking 	

- Use softer, slower balls for striking and catching
- Use lighter, less stable pins in bowling-type games

Specific Game and Sport Adaptations

Badminton	Basketball	Bowling	Floor Hockey
<ul style="list-style-type: none"> • use oversized racquets • use larger birdies • use a lower net • allow students to sit • eliminate the net • use a balloon instead of a birdie 	<ul style="list-style-type: none"> • use smaller, lighter ball • use a different type of ball (e.g., playground ball) • use a lower goal • use a goal with a larger circumference • modify rules • use smaller playing area 	<ul style="list-style-type: none"> • use lighter ball • use fewer number of pins • allow students to push ball while sitting • use ramp • allow three tries instead of two • use empty milk jugs as pins • create lanes with cones 	<ul style="list-style-type: none"> • use oversized sticks • use lighter sticks • use larger ball or puck • increase size of the goal • use smaller playing area • modify rules • do not use goalies
Kickball	Soccer	Softball	Volleyball
<ul style="list-style-type: none"> • use a lighter, larger ball • allow students to use a hockey stick to contact ball (wheelchairs) • decrease distance to base • use one base • allow student to kick ball when stationary 	<ul style="list-style-type: none"> • use lighter, larger ball • allow students to use a hockey stick instead of kicking the ball • use smaller playing area • allow students to play with a buddy • allow student to walk to ball or roll wheelchair to ball • use larger goal 	<ul style="list-style-type: none"> • use a lighter, larger ball • use a lighter bat • use shorter distance around bases • use one base • allow more than three strikes • use batting tee • allow more time to get to bases 	<ul style="list-style-type: none"> • use a beach ball or balloon • allow students to sit on the floor • use lower net • use no net at all • use smaller playing court • allow ball to bounce once before hitting • allow unlimited number of hits • allow more than one try when serving

Modifications For Group Games and Sports

Vary Purpose or Goal of Game

- Some students play to learn complex strategies while others play to work on simple motor skills

Vary Number of Players

- Use smaller size teams to increase participation and isolate students in certain groups, if needed

Vary Movement Requirements

- Some students can walk while others run
- Some students can hit off a tee while others hit balls that are tossed

Vary Field of Play

- Use shorter distances
- Set up safety zones for those with mobility difficulties
- Make field narrower and wider

Vary Objects Used

- Use lighter balls, bats
- Use larger or smaller balls
- Lower net or basket

Vary the Rules/Expectations

- Vary number of turns each student receives
- Evaluate what positions students with disabilities will find success
- Use "luck" as means of de-emphasizing skill