

Hillsborough Township Public Schools Curriculum Map
 Course Title: Grade 7 & 8 Comprehensive Health & Physical Education



HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS
 Office of Curriculum and Instruction
CURRICULUM MAP

COURSE TITLE	Comprehensive Health & Physical Education						
GRADE BAND		PreK-4		5-6	X	7-8	9-12
DEPARTMENT	Health & Physical Education						
REVISION DATE	July 2022						
BOE APPROVAL DATE	August 22, 2022						

COURSE OVERVIEW

Successful preparation of students for the opportunities, rigors and advances of the 21st Century cannot be accomplished without a strong and sustained emphasis on the health and wellness of all students. Today’s students are continually bombarded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. To that end, this curriculum is aligned with the 2020 New Jersey Student Learning Standards - Comprehensive Health and Physical Education (NJSL-CHPE) to address the need for students to gain knowledge and skills in caring for themselves, to interact effectively with others, and to analyze the impact of choices and consequences.

In Grade 7 health, students will focus on six of the components of wellness. 7th grade students will learn how to build effective communication skills, identify healthy and unhealthy friendships, and improve social interactions including dealing with bullying situations and refusing negative peer pressure. Emotional wellness will be heavily addressed by helping students to identify their personal stressors, impact of stress on their bodies and minds and strategies for handling their stress including mindfulness and relaxation techniques. Students will understand the relationship between stress, anxiety and suicidal ideation, and they will learn how to identify when they or their friends are in emotional crisis and where they can turn for help. During the intellectual wellness lessons, students will participate in activities that encourage creativity, critical thinking, cultural awareness, and the importance of evaluating outcomes when making decisions. The spiritual wellness lessons will challenge students to examine their personal values, beliefs, strengths and weaknesses and how these factors contribute to helping them find their purpose in life. Students will learn strategies and skills for improving their physical wellness in the areas of nutrition, fitness, sleep, and personal safety with regard to avoiding dangerous substances. The environmental health unit will address health issues related to climate change, the importance of respecting earth’s natural resources, protecting one’s self from the ultraviolet radiation from the sun, and protecting the earth through the practices of reducing, reusing and recycling.

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In Grade 8 health, students will navigate through units of study pertaining to sexuality, pregnancy, contraception, sexually transmitted infections, relationships, and sexual health and safety. Eighth graders will learn about the various components of sexuality, the importance of respecting individual differences and the need for advocating for dignity and respect for all people in the school community. They will discover the stages of pregnancy, analyze teen pregnancy statistics, compare and contrast pregnancy options and identify resources available to pregnant individuals. Birth control methods will be evaluated by looking at effectiveness rates in preventing pregnancy, benefits and disadvantages of use, contraceptive costs and ease of availability. Prevention of sexually transmitted disease will be discussed as well as signs and symptoms of infection and available treatment and prevention. Abstinence will be emphasized as the only one-hundred percent effective way to prevent pregnancy and sexually transmitted diseases. The sexual health unit will focus on developing safe and healthy dating relationships, identifying and refusing sexual pressure, the importance of sexual consent, recognizing sexual harassment and strategies for dealing with it, the consequences of sexting, and understanding methods used for recruiting youth into the human trafficking trade.

In the Grade 7 and 8 Physical Education Curriculum we strive to provide students with a wide variety of activities that range from rockwall climbing to volleyball to cooperative education challenges. It is the goal of the physical education department to teach the value of teamwork, cooperation, competition and sportsmanship in a safe environment through our daily activities. It is also imperative to develop our students' positive attitude towards physical activity in order to promote lifelong fitness and health.

Through individual activities like pickleball, badminton, table tennis, fitness and rockwall climbing, students will be able to concentrate on their skill development. Through group activities such as volleyball, group fitness, football, lacrosse and soccer, students will be able to concentrate on teamwork, cooperation and sportsmanship. With all of these opportunities, students will move on to high school with a wide range of knowledge and skills.

The interdisciplinary and experiential nature of the Comprehensive Health and Physical Education (where rigorous academic concepts are coupled with real-world, hands-on lessons) allows connections to many NJ standard areas. As such, where applicable, integrations to the other New Jersey Student Learning Standards have been noted in the areas of English Language Arts, Mathematics, Science, Social Studies, World Languages, Visual and Performing Arts, Computer Science & Design Thinking, and Career Readiness, Life Literacies, & Key Skills.

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UNIT OF STUDY	Grade 8 Health: Unit 1: Sexuality
PACING	6-8 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How can understanding one’s own sexuality contribute to overall wellness? ● How can schools and communities be accepting of all people and make them feel welcome and included? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Adolescents are beginning to discover what it means to be attracted romantically and physically to others and recognizing one's gender and sexual orientation is an integral part of that process. ● It’s important to respect and accept differences in race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. ● The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals and institutions, and experience a sense of belonging, all contribute to social and sexual health. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Define terms associated with sexuality including, but not limited to, biological sex, sex assigned at birth, gender identity, transgender, non-binary, gender expression and sexual orientation. ● Differentiate between sex assigned at birth, gender identity, and sexual orientation. ● Explain the importance of advocating for dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community. ● Understand the political, economic, and social contributions of persons in the LGBTQ+ community. ● Identify school, community and online resources for supporting sexual health. ● Demonstrate how to perform a breast and/or testicular self-examination. 	
ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Grade 8 Health Marking Period Pre-Assessment including information from the Sexuality unit.
Formative	<ul style="list-style-type: none"> ● Graphic organizer representing understanding of topic ● Think, Pair, Share ● Game-Style Review of topic material (Kahoot, Quizlet, Quizlet) ● Hands-on demonstration using models

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Summative	<ul style="list-style-type: none"> Project advocating for respect for all individuals of all genders, gender identities, gender expressions, and sexual orientations
Benchmark / Common	<ul style="list-style-type: none"> Teacher-created assessment
NEW JERSEY STUDENT LEARNING STANDARDS (NJSLs) <i>Must include the standard # & verbiage</i>	
<u>SOCIAL AND SEXUAL HEALTH</u> <ul style="list-style-type: none"> 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation. 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community. 	
<u>COMMUNITY HEALTH SERVICES AND SUPPORT</u> <ul style="list-style-type: none"> 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress). 	
INTERDISCIPLINARY CONNECTIONS <i>Must include the standard # & verbiage</i>	
Computer Science & Design Thinking	
<ul style="list-style-type: none"> None. 	
English Language Arts	
<ul style="list-style-type: none"> NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	
Mathematics	
<ul style="list-style-type: none"> None. 	
Science	
<ul style="list-style-type: none"> None. 	
Social Studies	

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- None.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- None

9.4-Life Literacies & Key Skills

- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

CAREERS ASSOCIATED WITH THIS UNIT

- Human Sexuality Educator
- Mental Health Counselor

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A:52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

N.J.S.A.18A:35-4.35

- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

N.J.S.A.18A:35-4.35

- A board of education shall include instruction on the **political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people**, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.

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SOCIAL EMOTIONAL LEARNING CONNECTIONS

***NJ SEL** sub-competencies are listed that are addressed in this unit*

Self-Awareness

- Recognize the impact of one's feelings and thoughts on one's own behavior

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors

Social Awareness

- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds

Relationship Skills

- Identify who, when, where, or how to seek help for oneself or others when needed

Responsible Decision-Making

- Evaluate personal, ethical, safety, and civic impact of decisions

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Access to accurate notes
- Additional time to complete tasks
- Allow verbal rather than written responses
- Reduce readability level of materials
- Allow typed rather than handwritten responses
- Frequently check for understanding
- Simplify task directions
- Provide guided instruction

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Educator Resources

- Sex, Etc., hosted by Answer at Rutgers University (includes links to a multitude of other sexuality and sexual health resources),
<https://sexetc.org/sex-ed/info-center/resources?pageNum=1&topic%5B%5D=stories-lgbtq&resource%5B%5D=book>

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- Amaze, partnering with Advocates for Youth, <https://amaze.org/> (multiple videos are used from this source)
- Nemours TeensHealth, <https://teenshealth.org/en/teens/>,
<https://kidshealth.org/en/parents/>
- <https://kidshealth.org/en/teens/sexual-health>
- [12 historic LGBTQ figures who changed the world](#)
- [Go Ask Alice!](#)

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UNIT OF STUDY	Grade 8 Health: Unit 2: Pregnancy and Parenting
PACING	10-12 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How can an awareness of the stages of pregnancy and prenatal care contribute to a healthy pregnancy and the birth of a healthy child? ● What are the social, emotional, and financial challenges associated with parenthood? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Pregnancy and parenting are stages in life that impact all aspects of one’s wellness. ● Regardless of the circumstance, pregnancy and parenting can bring positive and negative changes to an individual’s emotional, financial, physical, mental, and social well-being. ● Preparation is the key to a healthy pregnancy, delivery and transition to parenting. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Describe the signs of pregnancy. ● Discuss how a pregnancy test indicates a pregnancy. ● Identify the stages of pregnancy from fertilization through fetal development. ● Explain the role of an obstetrician and prenatal care practices. ● Identify where to find medically accurate sources of information about prenatal care. ● Identify teen pregnancy options (parenting, adoption, abortion). ● Discuss New Jersey’s Safe Haven law. ● Identify challenges faced by teen parents and their families and the impact of these challenges on the teen parent’s future. ● Identify resources to assist with parenting. ● Describe the state and federal laws related to a minors’ ability to consent to health care and confidentiality in a healthcare setting. 	
ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Grade 8 Health Marking Period Pre-Assessment including information from the Pregnancy and Parenting unit.
Formative	<ul style="list-style-type: none"> ● Think, Pair, Share ● Small group work ● Written responses on worksheets ● Discussion Participation cards (Agree-Disagree-Unsure)
Summative	<ul style="list-style-type: none"> ● Project - Teen Pregnancy Public Service Announcement
Benchmark / Common	<ul style="list-style-type: none"> ● Instructor-created quiz

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NEW JERSEY STUDENT LEARNING STANDARDS (NJSLs)

Must include the standard # & verbiage

PREGNANCY AND PARENTING

- 2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.
- 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.
- 2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.
- 2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.
- 2.1.8.PP.5: Identify resources to assist with parenting.

COMMUNITY HEALTH SERVICES AND SUPPORT

- 2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to **consent to health care, confidentiality in a healthcare setting**, child pornography, sexting, **safe haven** and sex trafficking.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Computer Science & Design Thinking

- None.

English Language Arts

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Mathematics

- None.

Science

- None.

Social Studies

- None.

Visual & Performing Arts

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<ul style="list-style-type: none"> • None.
<i>World Languages</i>
<ul style="list-style-type: none"> • None.
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>
<i>9.1-Personal Financial Literacy</i>
<ul style="list-style-type: none"> • None.
<i>9.2-Career Awareness, Exploration, Preparation, and Training</i>
<ul style="list-style-type: none"> • 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability.
<i>9.4-Life Literacies & Key Skills</i>
<ul style="list-style-type: none"> • 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. • 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> • Obstetrician
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS <i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A 52:16A-88</i> <i>Required in grades 7-12 per N.J.S.A. 18A:35-4.35</i>
<p>N.J.S.A.18A:35-4.35</p> <ul style="list-style-type: none"> • Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
SOCIAL EMOTIONAL LEARNING CONNECTIONS <i>NJ SEL sub-competencies are listed that are addressed in this unit</i>
<i>Self-Awareness</i>
<ul style="list-style-type: none"> • Recognize the importance of self-confidence in handling daily tasks and challenges
<i>Self-Management</i>
<ul style="list-style-type: none"> • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

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Social Awareness

- None.

Relationship Skills

- Identify the consequences associated with one's actions in order to make constructive choices

Responsible Decision-Making

- Identify ways to resist inappropriate social pressure
- Identify who, when, where, or how to seek help for oneself or others when needed

MODIFICATIONS/ACCOMMODATIONS - *ELL, Special Education, Gifted, At Risk of Failure, 504*

- Access to accurate notes
- Additional time to complete tasks
- Allow verbal rather than written responses
- Reduce readability level of materials
- Allow typed rather than handwritten responses
- Frequently check for understanding
- Simplify task directions
- Provide guided instruction
- Assistance with organization of materials/notebooks
- Break down tasks into manageable units

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Resources

- Sex, Etc., hosted by Answer at Rutgers University (includes links to a multitude of other sexuality and sexual health resources),
<https://sexetc.org/sex-ed/info-center/resources?pageNum=1&topic%5B%5D=stories-lgbtq&resource%5B%5D=book>
- Baby Center, (multiple videos on the stages of pregnancy)
<https://www.babycenter.com/pregnancy>
- Planned Parenthood, <https://www.plannedparenthood.org/learn/pregnancy>
- Amaze, partnering with Advocates for Youth, <https://amaze.org/>
- Planning for a Baby: 6 Tips for a Healthy Pregnancy, Cone Health,
<https://www.youtube.com/watch?v=eplg4LsYSh8>

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- Inside the Lives of Children Having Children, abc News Primetime,
<https://drive.google.com/drive/folders/1CCz6dXDzGbKKcDGZQCJH0gYAM9foKym4>

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UNIT OF STUDY	Grade 8 Health: Unit 3: Contraception and Sexually Transmitted Infections
PACING	10-12 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none">● What are the unforeseen consequences in terms of wellness when making decisions to become sexually active?● How can having knowledge of the various contraceptive methods, how they work to reduce the risk of pregnancy, and where you can obtain them contribute to healthy sexual decision making?● How can contracting a sexually transmitted infection impact one's overall wellness?	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none">● Sexually active individuals can use contraception as a means to reduce, but not eliminate, the risk of unplanned pregnancy.● Being sexually responsible includes using condoms and dental dams as a means for reducing the risk of contracting sexually transmitted infections.● Abstinence is the choice not to have sex. This method is 100% effective in preventing pregnancy and infection as long as all sexual contact is avoided, including vaginal, oral, and anal sex.● Sexual behaviors can have a profound impact on personal, family and community wellness.	
LEARNING TARGETS	
<ul style="list-style-type: none">● Identify various types of contraceptive methods.● Discuss basic facts about contraceptives: how they prevent conception; how they are used; effectiveness rates; advantages and disadvantages; STI protection; cost; availability.● Compare and contrast the various contraceptive methods.● Describe the processes of male and female sterilization (vasectomy and tubal ligation).● Explain methods of birth control without the use of devices, including the calendar method, withdrawal, and noncoital stimulation.● Summarize the considerations in choosing which birth control method to use.● List some common bacterial and viral STIs.● Describe how quickly STIs can spread.● Explain how STIs can be transmitted through all types of sex (oral, anal and vaginal).● Describe the ways in which the risk of STI transmission can be prevented or reduced.	
ASSESSMENTS	

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Pre-Assessment(s)	<ul style="list-style-type: none"> Grade 8 Health Marking Period Pre-Assessment including information from the Contraception and Sexually Transmitted Infections unit.
Formative	<ul style="list-style-type: none"> Concept Mapping Turn and Talk Group work Movement activities Worksheet responses Reflection writing
Summative	<ul style="list-style-type: none"> The Great Debate Project (“Best” Birth Control Method)
Benchmark / Common	<ul style="list-style-type: none"> Teacher created quiz

NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)

Must include the standard # & verbiage

SOCIAL AND SEXUAL HEALTH

- 2.1.8.SSH.9: Define vaginal, oral, and anal sex.
- 2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).
- 2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).

COMMUNITY HEALTH SERVICES AND SUPPORT

- 2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.
- 2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.

HEALTH CONDITIONS, DISEASES AND MEDICINES

- 2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).
- 2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).
- 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.
- 2.3.8.HCDM.6: Explain how the immune system fights disease.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Computer Science & Design Thinking

- None.

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<i>English Language Arts</i>
<ul style="list-style-type: none"> ● NJSLA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ● NJSLA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. ● NJSLA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<i>Mathematics</i>
<ul style="list-style-type: none"> ● None.
<i>Science</i>
<ul style="list-style-type: none"> ● None
<i>Social Studies</i>
<ul style="list-style-type: none"> ● None.
<i>Visual & Performing Arts</i>
<ul style="list-style-type: none"> ● None.
<i>World Languages</i>
<ul style="list-style-type: none"> ● None.
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>
<i>9.1-Personal Financial Literacy</i>
<ul style="list-style-type: none"> ● None.
<i>9.2-Career Awareness, Exploration, Preparation, and Training</i>
<ul style="list-style-type: none"> ● None.
<i>9.4-Life Literacies & Key Skills</i>
<ul style="list-style-type: none"> ● 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose. ● 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
CAREERS ASSOCIATED WITH THIS UNIT

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- Health care associate/nurse/physician
- Health Educator
- Health Clinician
- Counselor

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A:52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

N.J.S.A. 18A:35-4:36a

- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

***NJ SEL** sub-competencies are listed that are addressed in this unit*

Self-Awareness

- Recognize the impact of one's feelings and thoughts on one's own behavior

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors

Social Awareness

- Demonstrate an understanding of the need for mutual respect when viewpoints differ

Relationship Skills

- Identify ways to resist inappropriate social pressure

Responsible Decision-Making

- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Access to accurate notes
- Additional time to complete tasks
- Allow verbal rather than written responses
- Reduce readability level of materials
- Allow typed rather than handwritten responses
- Frequently check for understanding

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- Simplify task directions
- Provide guided instruction
- Assistance with organization of materials/notebooks
- Break down tasks into manageable units

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Resources

Contraception:

- Planned Parenthood, <https://www.plannedparenthood.org/learn/birth-control>
- FDA, <https://www.fda.gov/consumers/free-publications-women/birth-control>

Sexually Transmitted Infections:

- Teaching Sexual Health, <https://teachingsexualhealth.ca/teachers/resource/stis/>
- Advocates for Youth, <https://www.advocatesforyouth.org/wp-content/uploads/storage/advfy/lesson-plans/lesson-plan-stis-part-i-and-ii.pdf>
- Planned Parenthood, <https://www.plannedparenthood.org/learn/stds-hiv-safer-sex>
- CDC, <https://www.cdc.gov/healthyouth/whatworks/what-works-sexual-health-services.htm>
- Youth Tech Health, <https://yth.org/resources/youth-std-prevention/>

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UNIT OF STUDY	Grade 8 Health: Unit 4: Sexual Health and Safety
PACING	19-22 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How can people recognize, clearly communicate, and respect their own boundaries and the boundaries of others? ● How can you tell if a relationship is healthy or unhealthy? ● How could a person avoid or end an unhealthy relationship? ● What are ways that culture, media, and technology affect our ideas about healthy relationships and sexuality? ● What makes communication skills “effective” and “ineffective” in romantic and/or sexual relationships? ● How does practicing affirmative consent work to prevent sexual assault and violence? ● What sources of support are available for young people needing more information about sexuality and/or reporting bullying, harassment, abuse, or dating violence? ● How do the ideas of consent, power, and manipulation connect to sexual violence, such as sexual assault and child sexual abuse? ● How does power affect how relationship boundaries may be manipulated? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● As relationships grow to be romantic and sexual, it is important to create healthy boundaries. ● Relationships are influenced by a wide variety of factors, individuals, and behaviors. ● There are factors that contribute to making healthy decisions about sex. ● Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. ● State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Engage in discussion regarding information on dating violence, recognizing dating violence warning signs, and the characteristics of healthy relationships. ● Identify the social, emotional, and legal consequences of distributing and soliciting sexually explicit images through electronic means. ● Identify factors that are important in deciding whether and when to engage in sexual behaviors. ● Identify factors that can affect the ability to give or receive consent to sexual activity. ● Identify who, when, where, or how to seek help for one’s self or others when needed. ● Develop, implement, and model effective critical thinking skills in the decision making process. 	

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 7 & 8 Comprehensive Health & Physical Education

ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Grade 8 Health Marking Period Pre-Assessment including information from the Sexual Health and Safety unit.
Formative	<ul style="list-style-type: none"> ● Yes-No-Maybe feedback cards ● Video reflection questions ● Group work ● Think, Pair, Share ● Class discussion ● Role play scenarios ● Worksheet responses ● Forced choice responses ● Class Debate ● Game activities ● Polling activities
Summative	<ul style="list-style-type: none"> ● Ask Ava Podcast project
Benchmark / Common	<ul style="list-style-type: none"> ● Teacher-created assessment ● Project rubric with scaffolding
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)	
<i>Must include the standard # & verbiage</i>	
<p><u>SOCIAL AND SEXUAL HEALTH</u></p> <ul style="list-style-type: none"> ● 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships. ● 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships. ● 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships. ● 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change. ● 2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors. ● 2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances). <p><u>COMMUNITY HEALTH SERVICES AND SUPPORT</u></p> <ul style="list-style-type: none"> ● 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress). ● 2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking. 	

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 7 & 8 Comprehensive Health & Physical Education

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

PERSONAL SAFETY

- 2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).
- 2.3.8.PS.2: Define sexual consent and sexual agency.
- 2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).
- 2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.
- 2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).
- 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).
- 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Computer Science & Design Thinking

- None.

English Language Arts

- NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 7 & 8 Comprehensive Health & Physical Education

Mathematics
<ul style="list-style-type: none"> ● None.
Science
<ul style="list-style-type: none"> ● None.
Social Studies
<ul style="list-style-type: none"> ● None.
Visual & Performing Arts
<ul style="list-style-type: none"> ● None.
World Languages
<ul style="list-style-type: none"> ● None.
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>
9.1-Personal Financial Literacy
<ul style="list-style-type: none"> ● None.
9.2-Career Awareness, Exploration, Preparation, and Training
<ul style="list-style-type: none"> ● None.
9.4-Life Literacies & Key Skills
<ul style="list-style-type: none"> ● 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> ● Counselor ● Social Worker ● Health Educator
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS <i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A:52:16A-88</i> <i>Required in grades 7-12 per N.J.S.A. 18A:35-4.35</i>

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 7 & 8 Comprehensive Health & Physical Education

- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

NJ SEL sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Responsible Decision-Making

- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

MODIFICATIONS/ACCOMMODATIONS - *ELL, Special Education, Gifted, At Risk of Failure, 504*

- Access to accurate notes
- Additional time to complete tasks

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 7 & 8 Comprehensive Health & Physical Education

- Allow verbal rather than written responses
- Reduce readability level of materials
- Allow typed rather than handwritten responses
- Frequently check for understanding
- Simplify task directions
- Provide guided instruction
- Assistance with organization of materials/notebooks
- Break down tasks into manageable units

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Resources

- Nemours TeensHealth,
https://classroom.kidshealth.org/classroom/6to8/personal/growing/healthy_relations_hips.pdf
- Planned Parenthood,
 - <https://www.plannedparenthood.org/learn/relationships/sexual-consent>
 - <https://www.plannedparenthood.org/learn/relationships>
- Safe and Sound Somerset, <https://www.safe-sound.org/>
- United Nations Office on Drugs and Crime,
<https://www.unodc.org/unodc/en/human-trafficking/faqs.html>

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 7 & 8 Comprehensive Health & Physical Education

UNIT OF STUDY	Grade 7 Health: Unit 1: Social, Emotional, Intellectual & Spiritual Wellness
PACING	22-25 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none">● How can improving social skills contribute to one’s overall wellness?● Why is it important to recognize healthy and unhealthy relationships?● What makes communication effective?● Why is it important to learn how to manage stress and anxiety?● How does having positive self-esteem contribute to one’s quality of life and future?● How can one benefit by being open to new ideas?● What is the importance of lifelong learning?● Why is it important to have a sense of meaning and purpose in life?● How can you stay true to your values and beliefs?	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none">● Relationships are influenced by a wide variety of factors, individuals, and behaviors.● Self-management skills impact an individual’s ability to cope with different types of mental, psychological, and emotional situations.● Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.● People have different capacities to deal with different mental/emotional situations and being aware of a wide variety of tools and resources is beneficial.● Identifying personal values and beliefs can contribute to positive decision making and staying on track to reach future goals.	
LEARNING TARGETS	
<ul style="list-style-type: none">● Demonstrate strategies for feeling comfortable in social situations.● Demonstrate skills for interacting and communicating well with others.● Analyze characteristics of a good friendship versus a bad friendship.● Explain strategies for developing a positive attitude, self-esteem and self-acceptance.● Describe and demonstrate strategies for managing stress and anxiety.● Describe the positive and negative impact of social media on an individual’s emotional wellness.● Recognize signs of depression and suicide and know where to turn or help.● Demonstrate ways to handle peer pressure.● Identify sources of emotional support in the family, school and community.● Develop and defend a position on a topic.● Identify steps to making a safe and healthy decision.● Analyze personal strengths and weaknesses to help determine purpose in life.● Demonstrate healthy ways to deal with boredom and loneliness.	

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 7 & 8 Comprehensive Health & Physical Education

ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Grade 7 Health Marking Period Pre-Assessment including information from this unit.
Formative	<ul style="list-style-type: none"> ● Role play scenarios ● Teacher observation ● Responses to worksheet tasks ● Forced choice activities ● Game activities ● Case studies ● Concept mapping ● Small group work
Summative	<ul style="list-style-type: none"> ● Presentation on content
Benchmark / Common	<ul style="list-style-type: none"> ● Presentation rubric with scaffolding
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<p><u>SOCIAL AND SEXUAL HEALTH</u></p> <ul style="list-style-type: none"> ● 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships ● 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships. <p><u>EMOTIONAL HEALTH</u></p> <ul style="list-style-type: none"> ● 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). ● 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health. <p><u>COMMUNITY HEALTH SERVICES AND SUPPORT</u></p> <ul style="list-style-type: none"> ● 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress). ● 2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available. <p><u>PERSONAL SAFETY</u></p> <ul style="list-style-type: none"> ● 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion). ● 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect). 	
INTERDISCIPLINARY CONNECTIONS <i>Must include the standard # & verbiage</i>	

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 7 & 8 Comprehensive Health & Physical Education

<i>Computer Science & Design Thinking</i>
<ul style="list-style-type: none"> • None.
<i>English Language Arts</i>
<ul style="list-style-type: none"> • NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. • NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<i>Mathematics</i>
<ul style="list-style-type: none"> • None.
<i>Science</i>
<ul style="list-style-type: none"> • None.
<i>Social Studies</i>
<ul style="list-style-type: none"> • None.
<i>Visual & Performing Arts</i>
<ul style="list-style-type: none"> • None.
<i>World Languages</i>
<ul style="list-style-type: none"> • None.
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>
<i>9.1-Personal Financial Literacy</i>
<ul style="list-style-type: none"> • None.
<i>9.2-Career Awareness, Exploration, Preparation, and Training</i>
<ul style="list-style-type: none"> • None.
<i>9.4-Life Literacies & Key Skills</i>

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 7 & 8 Comprehensive Health & Physical Education

- 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
- 9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
- 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
- 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.
- 9.4.8.IML.11: Predict the personal and community impact of online and social media activities.

CAREERS ASSOCIATED WITH THIS UNIT

- Mental health professional
- School counselor
- Yoga Instructor

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A:52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goal

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 7 & 8 Comprehensive Health & Physical Education

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

MODIFICATIONS/ACCOMMODATIONS - *ELL, Special Education, Gifted, At Risk of Failure, 504*

- Access to accurate notes
- Additional time to complete tasks
- Allow verbal rather than written responses
- Reduce readability level of materials
- Allow typed rather than handwritten responses
- Frequently check for understanding
- Simplify task directions
- Provide guided instruction
- Assistance with organization of materials/notebooks
- Break down tasks into manageable units

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Resources

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 7 & 8 Comprehensive Health & Physical Education

- Creating a Healthier Life, A Step-by-Step Guide to Wellness, <https://store.samhsa.gov/sites/default/files/d7/priv/sma16-4958.pdf>
- Nemours Teens Health, <https://classroom.kidshealth.org/classroom/>
- Walk in Our Shoes, <https://www.walkinourshoes.org/>
- Society for Adolescent Health and Medicine, <https://www.adolescenthealth.org/Resources/Clinical-Care-Resources/Mental-Health/Mental-Health-Resources-For-Adolesc.aspx>
- National Alliance on Mental Illness, <https://nami.org/Support-Education/Mental-Health-Education>
- Association for Supervision and Curriculum Development, <https://www.ascd.org/blogs/12-resources-to-help-you-address-mental-health-in-schools>
- National Institute of Wellness, Social Wellness Toolkit, <https://www.nih.gov/health-information/social-wellness-toolkit>
- World Health Organization, Adolescent Mental Health, <https://www.who.int/news-room/fact-sheets/detail/adolescent-mental-health>
- 2nd Floor: Youth Helpline, <https://www.2ndfloor.org/>
- Somerset County Mental Health & Addiction Service Providers, <https://www.co.somerset.nj.us/residents/covid-19-status/mental-health-substance-abuse>
- Boston Children’s Hospital, Digital Wellness Lab, <https://digitalwellnesslab.org/parents/family-digital-wellness-guide/teen-young-adult/>

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 7 & 8 Comprehensive Health & Physical Education

UNIT OF STUDY	Grade 7 Health: Unit 2: Physical Wellness
PACING	10-12 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How can choices regarding fitness and nutrition impact one’s health? ● How do individual actions, genetics, and family history play a role in an individual’s overall wellness? ● What are the unforeseen consequences of using alcohol, tobacco, drugs and vapes? ● How can one prepare for circumstances that may make them feel uncomfortable or unsafe and beyond their control? ● What steps can one take to prevent physical harm? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Personal growth is a lifelong process of physical, behavioral, emotional and cognitive change throughout one’s lifetime. ● Awareness of potential risk factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations. ● Making healthy lifestyle choices can have a positive impact on one’s overall wellness and potential lifespan. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Describe ways to maintain a healthy body weight and reduce risk of illness. ● Identify tips for controlling portion sizes. ● Explain the recommended guidelines for physical activity for teens. ● Describe the benefits of being physically active. ● Discuss the benefits of getting enough sleep. ● Describe tips for improving sleep quality. ● List reasons to avoid alcohol, tobacco, drugs, vaping and secondhand smoke. ● Discuss the benefits of getting regular medical check-ups. ● Explain the importance of understanding one’s family medical history. 	
ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Grade 7 Health Marking Period Pre-Assessment including information from the Social Wellness and Emotional Wellness unit.
Formative	<ul style="list-style-type: none"> ● Group work ● Teacher observation ● Reflection assignments ● Class discussions

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 7 & 8 Comprehensive Health & Physical Education

	<ul style="list-style-type: none"> ● Entry and Exit Slips ● Think, Pair, Share ● Video reflection
Summative	<ul style="list-style-type: none"> ● Physical wellness presentation
Benchmark / Common	<ul style="list-style-type: none"> ● Teacher-created quizzes

NEW JERSEY STUDENT LEARNING STANDARDS (NJSLs)

Must include the standard # & verbiage

PERSONAL SAFETY

- 2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., **digital safety**, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).

HEALTH CONDITIONS, DISEASES AND MEDICINES

- 2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.
- 2.3.8.HCDM.6: Explain how the immune system fights disease.
- 2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine promote health-enhancing behaviors.

DEPENDENCY, SUBSTANCE DISORDER AND TREATMENT

- 2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.
- 2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.
- 2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.

COMMUNITY HEALTH SERVICES AND SUPPORT

- 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Computer Science & Design Thinking

- None.

English Language Arts

- NJSLA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 7 & 8 Comprehensive Health & Physical Education

- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Mathematics

- None.

Science

- None.

Social Studies

- None.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS
Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
- 9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 7 & 8 Comprehensive Health & Physical Education

CAREERS ASSOCIATED WITH THIS UNIT

- Nutritionist
- Dietitian
- Fitness Trainer
- Drug Counselor

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

***NJ SEL** sub-competencies are listed that are addressed in this unit*

Self-Awareness

- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others

Relationship Skills

- Utilize positive communication and social skills to interact effectively with others
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

Responsible Decision-Making

- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 7 & 8 Comprehensive Health & Physical Education

- Access to accurate notes
- Additional time to complete tasks
- Allow verbal rather than written responses
- Reduce readability level of materials
- Allow typed rather than handwritten responses
- Frequently check for understanding
- Simplify task directions
- Provide guided instruction
- Assistance with organization of materials/notebooks
- Break down tasks into manageable units

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Resources

- National Institutes of Health, <https://www.nih.gov/health-information/physical-wellness-toolkit-more-resources>
- Youth Tech Health, <https://yth.org/resources/youth-physical-wellness-nutrition/>
- Nemours Teens Health, <https://classroom.kidshealth.org/classroom/>
- Planned Parenthood Personal Safety, <https://www.plannedparenthood.org/learn/parents/middle-school/what-should-i-teach-my-middle-schooler-about-personal-s>
- Amaze, <https://amaze.org/>

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 7 & 8 Comprehensive Health & Physical Education

UNIT OF STUDY	Grade 7 Health: Unit 3: Environmental Wellness
PACING	8-10 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● Why is it important to engage in environmentally friendly behaviors? ● Why is it important to conserve natural resources? ● How can reducing, reusing and recycling contribute to my overall wellness? ● How can volunteering for environmental causes impact physical, emotional and social wellness? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Clean air and water, sanitation and green spaces, and safe workplaces can enhance people's quality of life. ● Living in a healthy environment contributes to better physical and mental health. ● Water is cleaner and more healthy to drink in clean environments. ● Recycling reduces the amount of waste in landfills. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Summarize health issues related to climate change. ● Identify earth's natural resources and list ways to respect them. ● Discuss how to protect themselves from the ultraviolet radiation from sunlight. ● Explain how to avoid secondhand smoke. ● Give examples of ways to reduce, reuse and recycle. ● Demonstrate how to repurpose an existing resource in an innovative way. ● Advocate for worthy environmental causes. ● Explain how to avoid polluting the environment. 	
ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Grade 7 Health Marking Period Pre-Assessment including information from the Social Wellness and Emotional Wellness unit.
Formative	<ul style="list-style-type: none"> ● Small group work ● Teacher observation ● Think, Pair, Share ● Pre-lesson predictions ● Reflection writing assignments ● Class debate ● Class discussion
Summative	<ul style="list-style-type: none"> ● Advocacy project for a global health issue

Hillsborough Township Public Schools Curriculum Map
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Benchmark / Common	<ul style="list-style-type: none"> ● Project rubric with scaffolding
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<u>COMMUNITY HEALTH SERVICES AND SUPPORT</u> <ul style="list-style-type: none"> ● 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting. ● 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change. 	
<u>HEALTH CONDITIONS, DISEASES AND MEDICINES</u> <ul style="list-style-type: none"> ● 2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions. 	
INTERDISCIPLINARY CONNECTIONS <i>Must include the standard # & verbiage</i>	
Computer Science & Design Thinking	
<ul style="list-style-type: none"> ● None. 	
English Language Arts	
<ul style="list-style-type: none"> ● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. ● NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. ● NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. ● NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	
Mathematics	
<ul style="list-style-type: none"> ● None. 	
Science	
<ul style="list-style-type: none"> ● None. 	
Social Studies	
<ul style="list-style-type: none"> ● None. 	

Hillsborough Township Public Schools Curriculum Map
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<i>Visual & Performing Arts</i>
<ul style="list-style-type: none"> ● None.
<i>World Languages</i>
<ul style="list-style-type: none"> ● None.
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>
<i>9.1-Personal Financial Literacy</i>
<ul style="list-style-type: none"> ● None.
<i>9.2-Career Awareness, Exploration, Preparation, and Training</i>
<ul style="list-style-type: none"> ● None.
<i>9.4-Life Literacies & Key Skills</i>
<ul style="list-style-type: none"> ● 9.4.8.CI.2: Repurpose an existing resource in an innovative way.
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> ● Environmentalist ● Food Safety Specialist ● Health and Safety Engineer ● Health Inspector
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS <i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A 52:16A-88</i> <i>Required in grades 7-12 per N.J.S.A. 18A:35-4.35</i>
<ul style="list-style-type: none"> ● Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
SOCIAL EMOTIONAL LEARNING CONNECTIONS <i>NJ SEL sub-competencies are listed that are addressed in this unit</i>
<i>Self-Awareness</i>
<ul style="list-style-type: none"> ● None
<i>Self-Management</i>
<ul style="list-style-type: none"> ● None

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 7 & 8 Comprehensive Health & Physical Education

<i>Social Awareness</i>	
<ul style="list-style-type: none"> ● Demonstrate an understanding of the need for mutual respect when viewpoints differ ● Demonstrate an awareness of the expectations for social interactions in a variety of settings 	
<i>Relationship Skills</i>	
<ul style="list-style-type: none"> ● None 	
<i>Responsible Decision-Making</i>	
<ul style="list-style-type: none"> ● Identify the consequences associated with one’s actions in order to make constructive choices ● Evaluate personal, ethical, safety, and civic impact of decisions 	
MODIFICATIONS/ACCOMMODATIONS - <i>ELL, Special Education, Gifted, At Risk of Failure, 504</i>	
<ul style="list-style-type: none"> ● Access to accurate notes ● Additional time to complete tasks ● Allow verbal rather than written responses ● Reduce readability level of materials ● Allow typed rather than handwritten responses ● Frequently check for understanding ● Simplify task directions ● Provide guided instruction ● Assistance with organization of materials/notebooks ● Break down tasks into manageable units 	
RESOURCES – <i>Cited print and electronic sources</i> The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.	
<i>Resources</i>	
<ul style="list-style-type: none"> ● National Institutes of Health, https://www.nih.gov/health-information/environmental-wellness-toolkit ● National Geographic, https://education.nationalgeographic.org/?q=&page[number]=1&page[size]=25 	

UNIT OF STUDY	Grade 7 & 8 Physical Education: Team Sports
PACING	9-10 weeks

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 7 & 8 Comprehensive Health & Physical Education

ESSENTIAL QUESTIONS

- Why are skills and game knowledge important to participate in team sports?
- How does teamwork and sportsmanship affect game play?
- What strategies can be applied to improve game play?
- What role does cooperation play in team sports?
- Why is respect for individual differences so important?
- How can team sports provide a wide range of lifelong benefits?

ENDURING UNDERSTANDINGS

- Participation in team sports can provide an opportunity for developing an understanding and respect for differences among people.
- Rules, strategies and etiquette in team sports can make the experience both enjoyable and successful.

LEARNING TARGETS

- To understand the essential components of teamwork are communication, being an active participant, cooperation, and trust.
- To understand the value of team sports: learning to work with others and the feeling of accomplishment shared with teammates.
- To identify and demonstrate offensive and defensive strategies.
- Recognize and explain that knowing the rules of a game leads to successful play.
- Demonstrate the ability to re-evaluate or implement a different strategy when not experiencing success.
- Understand that safety is important to prevent injury to yourself and others.
- The following activities will enforce the learning targets: Invasion Games, Net/Wall Games, Striking and Fielding Games, Target Games.
- Learning targets will be met through any or all, but not limited to, the following activities:
 - Football
 - Soccer
 - Basketball
 - Volleyball
 - Floor Hockey
 - Field Hockey
 - Softball
 - Speedball
 - Lacrosse
 - Frisbee
 - Tchoukball
 - Recreational Games

ASSESSMENTS

Pre-Assessment(s)

- None

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Formative	<ul style="list-style-type: none"> ● Entry and exit slips ● Teacher observation ● Student self-assessments ● Skill completion rubrics
Summative	<ul style="list-style-type: none"> ● Teacher-created quiz, test, project or skill demonstration
Benchmark / Common	<ul style="list-style-type: none"> ● Rubric of skill progression

NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)

Must include the standard # & verbiage

MOVEMENT SKILLS AND CONCEPTS

- 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.
- 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
- 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
- 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

PHYSICAL FITNESS

- 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Computer Science & Design Thinking

- None.

English Language Arts

- NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Mathematics

- None.

Science

- None.

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 7 & 8 Comprehensive Health & Physical Education

<i>Social Studies</i>
<ul style="list-style-type: none"> • None.
<i>Visual & Performing Arts</i>
<ul style="list-style-type: none"> • None.
<i>World Languages</i>
<ul style="list-style-type: none"> • None.
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>
<i>9.1-Personal Financial Literacy</i>
<ul style="list-style-type: none"> • None.
<i>9.2-Career Awareness, Exploration, Preparation, and Training</i>
<ul style="list-style-type: none"> • None.
<i>9.4-Life Literacies & Key Skills</i>
<ul style="list-style-type: none"> • 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> • Physical Education Teacher • Athletic Coach • Athletic Director • Athletic Trainer • Sports Announcer
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS <i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A 52:16A-88</i> <i>Required in grades 7-12 per N.J.S.A. 18A:35-4.35</i>
<ul style="list-style-type: none"> • Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
SOCIAL EMOTIONAL LEARNING CONNECTIONS <i>NJ SEL sub-competencies are listed that are addressed in this unit</i>
<i>Self-Awareness</i>

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 7 & 8 Comprehensive Health & Physical Education

- Recognize the importance of self-confidence in handling daily tasks and challenges
- Recognize one's personal traits, strengths, and limitations

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the expectations for social interactions

Relationship Skills

- Utilize positive communication and social skills to interact effectively with others
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Frequently check for understanding
- Provide hands-on learning activities
- Provide modeling
- Demonstrate directions and provide a model or example of completed task
- Discuss behavioral issues privately with student
- Provide positive reinforcement

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Resources

- Advanced Solutions International, Inc. "Shape America." Physical Education and Health Education-Shape America, <https://www.shapeamerica.org/>
- "Awesome Resources for Physical Education Teachers." *The PE Specialist*, 16 May 2022, <https://www.thepespecialist.com/>
- "Pe Kansas Lesson Plans." *Home - Kansas State Department of Education*, <https://www.pe-kansas.com/>

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 7 & 8 Comprehensive Health & Physical Education

- “Resources for Health and Physical Education.” *Cbhpe*, <https://www.cbhpe.org/resources>
- “Welcome to Open – the Online Physical Education Network.” OPEN Physical Education Curriculum, 29 Mar. 2022, <https://openphysed.org/>
- “Home.” *PEUniverse.com*, 7 May 2019, <https://peuniverse.com/>

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 7 & 8 Comprehensive Health & Physical Education

UNIT OF STUDY	Grade 7 & 8 Physical Education: Cooperative Games/Team Building
PACING	9-10 weeks
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How do these experiences relate to my ability to communicate effectively inside and outside of the classroom? ● Why is it important to mentally and physically challenge oneself when engaged in an activity? ● Why is trust an important aspect of working with a group to achieve the same goal? ● To what extent does strategy influence performance in competitive and collaborative games and activities? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Learning to work cooperatively with your peers allows you to have positive relationships in the future. ● Cooperative games help develop problem-solving skills, sportsmanship, and teamwork. ● Demonstrate problem solving with a small group during adventure activities and small-group initiatives. ● Apply cooperation skills by establishing rules and guidelines for resolving conflicts. ● Physical and cognitive skills are necessary to successfully participate in a variety of cooperative activities and team building. ● Assuming leadership, cooperating with others, and accepting responsibility for their own behaviors and actions are part of successful team building. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Demonstrate problem solving skills while working in group activities. ● Evaluate team performance and generate ideas/strategies to create opportunities for success. ● Develop a team contract through collaboration and contribution. ● Formulate strategies to utilize skills outside of class to apply in your own hobbies/activities. ● Demonstrate respect for the contributions of others with both like and different skill levels to a group or team goal. 	
ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● None
Formative	<ul style="list-style-type: none"> ● Teacher observation ● Participation and skill demonstration ● Small group work ● Class discussion

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 7 & 8 Comprehensive Health & Physical Education

Summative	<ul style="list-style-type: none"> ● Unit quiz, test or group project
Benchmark / Common	<ul style="list-style-type: none"> ● Rubric showing scaffolding for project
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<u>MOVEMENT SKILLS AND CONCEPTS</u> <ul style="list-style-type: none"> ● 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). 	
<u>LIFELONG FITNESS</u> <ul style="list-style-type: none"> ● 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities. ● 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities. 	
INTERDISCIPLINARY CONNECTIONS <i>Must include the standard # & verbiage</i>	
<i>Computer Science & Design Thinking</i>	
<ul style="list-style-type: none"> ● None. 	
<i>English Language Arts</i>	
<ul style="list-style-type: none"> ● NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 	
<i>Mathematics</i>	
<ul style="list-style-type: none"> ● None. 	
<i>Science</i>	
<ul style="list-style-type: none"> ● None. 	
<i>Social Studies</i>	
<ul style="list-style-type: none"> ● None. 	
<i>Visual & Performing Arts</i>	
<ul style="list-style-type: none"> ● None. 	
<i>World Languages</i>	
<ul style="list-style-type: none"> ● None. 	

Hillsborough Township Public Schools Curriculum Map
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CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

CAREERS ASSOCIATED WITH THIS UNIT

- Outdoor adventure instructor
- Physical Education teacher
- Project manager
- Motivational speaker

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

***NJ SEL** sub-competencies are listed that are addressed in this unit*

Self-Awareness

- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals

Hillsborough Township Public Schools Curriculum Map
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- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goal

Social Awareness

- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Relationship Skills

- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Assist student in setting short-term goals
- Provide hands-on learning activities
- Provide modeling
- Provide guided instruction
- Establish and maintain eye contact when giving oral directions
- Frequently ask questions to engage student
- Discuss behavioral issues privately with student

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Resources

- Advanced Solutions International, Inc. "Shape America." Physical Education and Health Education-Shape America, <https://www.shapeamerica.org/>
- "Awesome Resources for Physical Education Teachers." *The PE Specialist*, 16 May 2022, <https://www.thepespecialist.com/>
- "Pe Kansas Lesson Plans." *Home - Kansas State Department of Education*, <https://www.pe-kansas.com/>
- "Resources for Health and Physical Education." *Cbhpe*, <https://www.cbhpe.org/resources>

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 7 & 8 Comprehensive Health & Physical Education

- “Welcome to Open – the Online Physical Education Network.” OPEN Physical Education Curriculum, 29 Mar. 2022, <https://openphysed.org/>
- “Home.” *PEUniverse.com*, 7 May 2019, <https://peuniverse.com/>

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 7 & 8 Comprehensive Health & Physical Education

UNIT OF STUDY	Grade 7 & 8 Physical Education: Lifetime Activities and Fitness
PACING	9-10 weeks
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none">● What can I do to be physically active throughout my life?● How will physical activity help us now and in the future?● What are the components of health-related fitness?● What is my goal for improving or maintaining my aerobic and muscular fitness levels?● How does understanding sport strategies improve personal performance?● Can I use specific corrective feedback to improve my skill performance?● How do you determine whether a strategy is effective?	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none">● Different strategies impact the effectiveness of individual sports.● Following specific rules during physical activity contributes to a safe and healthy learning environment.● Being active throughout life promotes a healthy lifestyle, and participating in a wide range of physical activities promotes personal health and wellness.● Demonstrating responsible and respectful behavior promotes positive personal and social success.● Physical activity promotes social, emotional, and physical well being of self and the community.	
LEARNING TARGETS	
<ul style="list-style-type: none">● Explain proper rules and etiquette in Lifetime Activities and Fitness.● Demonstrate the role of safe participation in Lifetime Activities and Fitness.● Cooperate with opponents to resolve differences.● Participate in lead-up drills and games using proper skills and strategies.● Explain the benefits of participation in a variety of activities in competitive and recreational settings.● Learning targets will be met through any or all, but not limited to, the following activities:<ul style="list-style-type: none">○ Volleyball○ Tennis○ Badminton○ Pickleball○ Recreational Games○ Fitness Activities	
ASSESSMENTS	

Hillsborough Township Public Schools Curriculum Map
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Pre-Assessment(s)	<ul style="list-style-type: none"> • None
Formative	<ul style="list-style-type: none"> • Entry and exit slips • Teacher observation • Student self-assessments • Fitness sheet • Skill completion rubrics
Summative	<ul style="list-style-type: none"> • Teacher-created assessment
Benchmark / Common	<ul style="list-style-type: none"> • Progress on fitness sheet • Student self-assessments

NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)

Must include the standard # & verbiage

PHYSICAL FITNESS

- 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
- 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.
- 2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
- 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
- 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.

LIFELONG FITNESS

- 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
- 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
- 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
- 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
- 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance activities) using technology, cross-training, and lifetime activities.
- 2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
- 2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.

INTERDISCIPLINARY CONNECTIONS

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 7 & 8 Comprehensive Health & Physical Education

<i>Must include the standard # & verbiage</i>
<i>Computer Science & Design Thinking</i>
<ul style="list-style-type: none"> • None.
<i>English Language Arts</i>
<ul style="list-style-type: none"> • NJLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • NJLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<i>Mathematics</i>
<ul style="list-style-type: none"> • None.
<i>Science</i>
<ul style="list-style-type: none"> • None.
<i>Social Studies</i>
<ul style="list-style-type: none"> • None.
<i>Visual & Performing Arts</i>
<ul style="list-style-type: none"> • None.
<i>World Languages</i>
<ul style="list-style-type: none"> • None.
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>
<i>9.1-Personal Financial Literacy</i>
<ul style="list-style-type: none"> • None.
<i>9.2-Career Awareness, Exploration, Preparation, and Training</i>
<ul style="list-style-type: none"> • None.
<i>9.4-Life Literacies & Key Skills</i>
<ul style="list-style-type: none"> • None.
CAREERS ASSOCIATED WITH THIS UNIT

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- Fitness Trainer
- Recreation Director
- Camp Director or Counselor

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goal

Social Awareness

- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Identify who, when, where, or how to seek help for oneself or others when needed

Responsible Decision-Making

- Evaluate personal, ethical, safety, and civic impact of decisions

MODIFICATIONS/ACCOMMODATIONS - *ELL, Special Education, Gifted, At Risk of Failure, 504*

- Assist student in setting short-term goals
- Provide hands-on learning activities

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- Provide modeling
- Provide guided instruction
- Establish and maintain eye contact when giving oral directions
- Frequently ask questions to engage student
- Discuss behavioral issues privately with student

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Resources

- Advanced Solutions International, Inc. "Shape America." Physical Education and Health Education-Shape America, <https://www.shapeamerica.org/>
- "Awesome Resources for Physical Education Teachers." *The PE Specialist*, 16 May 2022, <https://www.thepespecialist.com/>
- "Pe Kansas Lesson Plans." *Home - Kansas State Department of Education*, <https://www.pe-kansas.com/>
- "Resources for Health and Physical Education." *Cbhpe*, <https://www.cbhpe.org/resources>
- PE Specialist, <https://www.thepespecialist.com/home/>
- Open Physical Education, <https://openphysed.org/68-middleschool-mods>
- "Home." *PE Universe.com*, 7 May 2019, <https://peuniverse.com/>
- "Welcome to Open – the Online Physical Education Network." OPEN Physical Education Curriculum, 29 Mar. 2022, <https://openphysed.org/>