

Curriculum Profile

Content Areas: Comprehensive Health and Physical Education

Course title: Physical Education and Health

Grade Level: 9 through 12

I. Course Overview

Students will participate in a variety of activities which will emphasize movement skills and concepts, game strategy, rules and safety, team building and problem solving and lifetime fitness skills. They will continue to learn the value of sportsmanship and ethical behavior through social interaction with their peers, while demonstrating the ability to respond to diverse challenges. Through participation in class, conducted in a healthy, positive and safe environment, students will foster an appreciation for health and wellness that will help lead to a physically active lifestyle. As a result, this curriculum is designed to promote each student's optimum physical, mental, emotional and social development. Because this curriculum is student-centered and interactive, health information is combined with skill development and practice in order to have an impact on lifelong behavior.

II. Units of Study

Physical Education

- Net Games (Volleyball, Badminton, Pickle-Ball, Ping-Pong)
- Invasion Games (Football, Soccer, Ultimate Frisbee, Team Handball, Capture the Flag)
- Fielding Games (Softball, Wiffleball, Kickball, Matball)
- Target Games (Golf, Bowling, Frisbee Golf, Horseshoes, German Dodge Ball)
- Rhythm and Dance (Dance, Dance, Revolution, Aerobics, Creative Dance)
- Physical Fitness and Conditioning (Power Walking, Jogging, Health Club Fitness)
- Adventure Education (Problem Solving Activities, Cooperative Learning Activities, Trust Activities, High Ropes Challenge by Choice)

Comprehensive Health

- Adventure Education (Problem Solving Activities, Cooperative Learning Activities, Trust Activities, High Ropes Challenge by Choice)
- Self -Esteem (character development, communication, decision-making)
- Relationships (dating relationships, family relationships, dating abuse/violence, friendships, bullying)
- Sexuality (puberty, male/female reproductive systems, sexual decision making, contraception/STDs, pregnancy, gender roles, homosexuality)
- Drugs & Alcohol
- Wellness (emotional, social, physical health, nutrition)

III. Essential Questions

Physical Education

- How does effective and appropriate movement affect wellness?
- Why do I have to understand concepts of movement when I can already perform the movement?
- To what extent does strategy influence performance in competitive games and activities?
- Why do I have to show good sportsmanship and follow the rules when others do not?
- How can I become more mentally prepared for competition and sports performance?
- What is the minimum amount of exercise I can do to stay physically fit?
- How do I develop an appropriate personal fitness program and find the motivation to commit to it?
- How do you realize age-appropriate fitness?

Health Education

- How do you know whether or not health information is accurate?
- How do I learn to stand for and communicate my beliefs to other without alienating them?
- Why might educated people make poor health decisions?
- How do I overcome negative influences when making decision about my personal health?
- In order to achieve lifetime wellness, what should I plan for and what should I just let happen?
- How are character and health related? What aspects of our character can be changed?
- To what extent do outside influences shape values?
- How can you inspire others to address health issues?
- Where do I go to access information about good health and fitness services?
- How do I determine whether or not a medication will be effective?
- What are the consequences of our choices in terms of wellness?
- What causes optimal growth and development?
- What makes food healthy?
- How do you determine appropriate portion sizes?
- What is the difference between healthy and unhealthy risks?
- Why do people choose to use alcohol, tobacco, and other drugs when they are aware of the detrimental effects?
- How do I make the “right” decisions in the face of peer, media and other pressures?
- Why does one person become an addict and some do not?
- How do we learn to understand and respect diversity in relationships?
- How do you know when the time is right for you to become sexually active?
- What determines a person’s sexual orientation?

IV. Learning Objectives

- 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle
 - A. Personal Growth and Development
 - B. Nutrition
 - C. Diseases and Health Conditions
 - D. Safety
 - E. Social and Emotional Health

- 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle
 - A. Interpersonal Communication
 - B. Decision-Making and Goal Setting
 - C. Character Development
 - D. Advocacy and Service
 - E. Health Services and Information

- 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle
 - A. Medicines
 - B. Alcohol, Tobacco, and Other Drugs
 - C. Dependency/Addiction and Treatment

- 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle
 - A. Relationships
 - B. Sexuality
 - C. Pregnancy and Parenting

- 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle
 - A. Movement Skills and Concepts
 - B. Strategy
 - C. Sportsmanship, Rules, and Safety

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

V. Instructional Materials

- Smart Board
- Online resources/databases
- Multimedia presentations
- Library/Media Center
- Netbooks/Laptops
- Journals
- Guest speakers
- Reproductive anatomy models
- Contraception box
- Lectures
- HealthWave curriculum
- Documentaries
- Interactive fitness equipment (Nintendo Wii, Dance, Dance, Revolution, Pedometers, heart rate monitors)
- Fitness equipment

VI. Key Performance and Benchmark tasks

All students will be able to complete the following standards (taken from NJCCCS for Comprehensive Health and Physical Education) by the completion of the 12th grade:

Standard 2.2 Integrated Skills

Strand A. Interpersonal Communication

1. Employ skills for communicating with family, peers and people from other backgrounds and cultures that may impact the health of oneself or others.
2. Demonstrate strategies to prevent, manage or resolve interpersonal conflicts.
3. Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.

Strand B. Decision-Making and Goal Setting

1. Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family and others.
2. Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.

Strand C. Character Development

1. Analyze the impact of competition on personal character development

Standard 2.5 Motor Skill Development

Strand A. Movement Skills and Concepts

1. Explain and demonstrate ways to transfer movement skills from sport/activity to another (e.g. striking skills from badminton to pickle ball)
2. Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
4. Critique a movement skill and discuss how each part can be made more efficient and effective.

Strand B. Strategy

1. Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive and cooperative strategies.
2. Apply a variety of mental strategies to improve performance

Strand C. Sportsmanship, Rules and Safety

1. Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.
2. Develop rule changes to existing games, sports and activities that enhance safety and enjoyment.
3. Determine the current impact of globalization and technology on the development of, participation in, viewing of games, sports, dance and other movement activities, and predict future impact.

Standard 2.6 Fitness

Strand A. Fitness and Physical Activity

1. Compare the short- and long- term impact on wellness associated with physical inactivity.
2. Design, implement and evaluate a fitness plan that reflects knowledge and application of fitness-training principles.
3. Determine the role of genetics, gender, age, nutrition, activity level and exercise type on body composition.
4. Compare and contrast the impact of health-related fitness components as a measure of fitness and health.
5. Debate the use of performance-enhancing substances (e.g., anabolic steroids and other legal and illegal substances) to improve performance.

