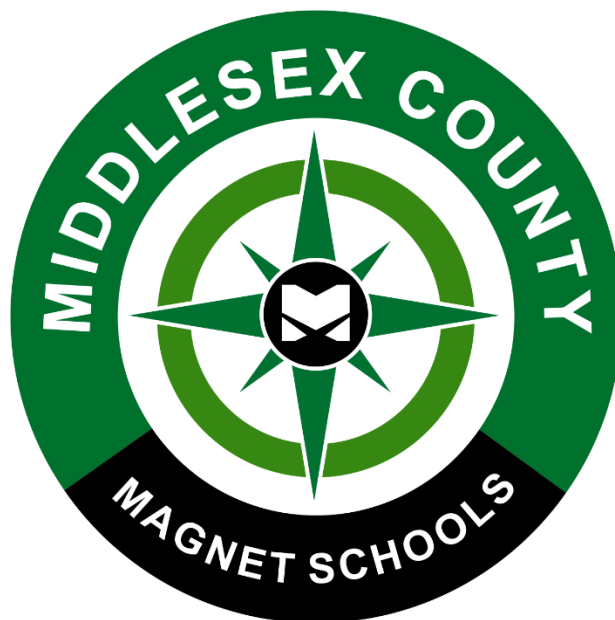


MIDDLESEX COUNTY MAGNET SCHOOLS



Course of Study Outlines

HEALTH AND PHYSICAL EDUCATION

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SELECTION POLICY FOR TEXTBOOKS AND INSTRUCTIONAL MATERIALS

In selecting text and reference books, the Guidelines for Equal Treatment of the Sexes in Publication, prepared by the McGraw-Hill Book Co., and Counteracting the Forms of Bias, by D. Grayson/Graymill Foundation, are followed. Teachers are requested to complete a Curriculum Rating Form for rating textbooks when recommending a textbook.

Occasionally, where ideal materials are unavailable, a book may be used that does not meet all the criteria. In those cases, the shortcomings of the book are made known to students and the book is supplemented with acceptable non-stereotyped, non-biased, and non-discriminatory materials.

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MIDDLESEX COUNTY MAGNET SCHOOLS

HEALTH AND PHYSICAL EDUCATION

Course Descriptions/Purpose

The Health and Physical Education Course, a required course for each of the four grade levels, offers students the opportunity to develop physically, socially, and emotionally. Through a variety of co-educational activities students learn to develop leadership, accept responsibility, make decisions, recognize needs and limitations, abide by rules, work cooperatively as team members, explore talents, and develop psychomotor skills. Students learn the importance of mental and physical well-being and the advantages of good posture, hygienic habits and regular exercise. In an atmosphere where positive values are encouraged, students learn about personal, family and community health care. Safety instruction is an integral part of the program at all grade levels.

The program has two major components: a physical education component, which is activity-centered, and a health component, which emphasizes holistic well-being. The physical education component includes individual, dual and team sports; recreational games and activities; physical fitness and weight training; and other lifetime recreational and athletic activities. The health component includes personal hygiene and growth; health maintenance; chemical health education; driver education; family life education; and first aid.

The broad goals of the program aim at assisting each student to develop to his/her fullest capacity. More specifically, in the vocational-technical school setting the emphasis is on developing healthy, active, safety-minded young adults who can pursue their

careers and become responsible members of their communities. The program is aligned with the New Jersey Core Curriculum Content Standards.

Broad Goals of Health and Physical Education

1. Skills and Abilities

- a. Development of psychomotor skills
- b. Development of proper coordination of senses with body movement
- c. Development of skills related to athletic and recreational activities
- d. Development of body control
- e. Development of first aid skills

Broad Goals of Health and Physical Education (cont'd)

2. Cultural

- a. Development of understanding and appreciation of the historic development, techniques, skills and strategies of sports and games
- b. Promotion of activities for leisure time
- c. Development of understanding and appreciation of differences among people
- d. Appreciation of family life and responsibilities of parenting
- e. Appreciation of importance of communication skills
- f. Appreciation for individual and community health
- g. Appreciation of body movements, balance, and style
- h. Development of self-expression and creativity
- i. Appreciation for individual and community health

3. Mental Hygiene

- a. Improvement of moral through physical well-being
- b. Alleviation of worry and stress through the understanding of emotional needs, the development of interests, and the participation in exercise and sports
- c. Development of self-confidence through successful participation in a diversified program
- d. Improvement of ability to make decisions, based on accurate information, in the area of interpersonal relations and family living

4. Desirable habits

- a. Establishment of a schedule of daily activities contributing to good health
 - b. Acquisition of good habits of personal hygiene
 - c. Development of safety habits
 - d. Development of habit of engaging in recreational physical activity
 - e. Development of habits contributing to health maintenance and avoidance of harmful substances and unsafe practices
5. Physical
- a. Development of endurance to counteract stress
 - b. Development of strength to do normal life tasks
 - c. Development of understanding of body systems and their functions
 - d. Promotion of normal growth and development

Broad Goals of Health and Physical Education (cont'd)

6. Personality
- a. Practice of sportsmanship and good team work
 - b. Development of leadership qualities
 - c. Development of positive physical and mental qualities
 - d. Development of self-discipline and responsibility
 - e. Practice of cooperation among peers
 - f. Development of qualities of efficiency
 - g. Development of self-awareness and improved self-concept
7. Prestige
- a. Promotion of school spirit and community pride
 - b. Pride of individual and team accomplishment

Length of Course

As part of the New Jersey State requirements for a high school diploma, students must have a minimum of 150 minutes per week of health and/or physical education for each of four years of high school. At each grade level at least 10 hours of instruction, as mandated by the State, is devoted to chemical health education. The State-required Family Life Education program is provided to all students via the health course. Courses are in compliance with Title IX of the Federal legislation and with New Jersey Title 6 Regulations as well as with State guidelines for teaching about chemical health and AIDS, and State requirements regarding teaching Family Life Education.

Three Major Components of Course of Study Outlines

This course of study outline comprises the following components: 1) Student proficiencies as indicated in the behavioral objectives listed at the start of each grade level of these subjects outlines; 2) Course-of-study outline with units arranged in sequential order; and 3) Evaluation of students; for example, as per marking level grades, and final exam scores, where applicable.

Students are also assessed regularly by teachers on the basis of class participation, teacher-made and other tests, reports, classroom and homework assignments and projects. In the case of physical education, active participation is a major factor and a point system is used. There is a grade assigned for each of four marking levels and a final average at the end of the school year. According to Board Policy, 98-100=A+; 92-97=A; 90-91=A-; 86-89=B+; 82-85=B; 80-81=B-; 76-79=C+; 72-75=C; 70-71=C-; 65-69=D; and below 65=F, which denotes failure.

This program is also assessed annually on the basis of several criteria, including: a) Enrollment and retention numbers; b) Feedback from students, parents, instructional staff and community members; c) Student grades, including final average and final exam scores, where applicable; d) Numbers of students successfully completing program and; e) Success in meeting State guidelines. Each campus will utilize the following percentage for grading in physical education: Affective 50%, Psychomotor 35% and Cognitive 15%.

Multicultural Education

“An education that is multicultural is a lifelong process of learning and development that promotes mutual respect, excellence, and achievement for all by confronting historical and current inequities, fostering responsibility, productivity, and active participation in a diverse and evolving society.” (Developed by the Northeast Consortium for Multicultural Education at the Multicultural Education Working Conference, February 1993).

Multicultural Education permeates every aspect of the school curriculum including school climate and teacher/student/community interactions. It affirms that racial, cultural and ethnic diversity is a valuable resource that should be preserved and extended. It values and encourages positive cross-cultural communication among the many groups, which comprise our school, state, nation and our world. Such interchange will enable all to share in the richness of the multicultural heritage of humanity.

Where Offered

MIDDLESEX COUNTY MAGNET SCHOOLS

112 Rues Lane East Brunswick, NJ 08816	457 High Street Perth Amboy, NJ 08861
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1 Convery Blvd.
Woodbridge, NJ 07095

21 Suttons Lane
Piscataway, NJ 08854

100 Technology Drive
Edison, NJ 08817

MIDDLESEX COUNTY MAGNET SCHOOLS

HEALTH AND PHYSICAL EDUCATION

Grades 9, 10, 11, and 12

One of the primary functions of physical education is to assist each individual to develop to his/her fullest possible physical capacity. This implies development of skills and ability as well as physiological development. Strength, vigor, vitality, coordination and wellness are important elements in the total development of adolescents. Proper physical development and well-being should contribute to academic and vocational progress. The total program takes into consideration the growth and developmental stages along with the maturation levels of students. Although the activities offered are similar for each grade level, advanced skills and strategies are introduced and a greater degree of proficiency, responsibility, leadership, self-discipline, teamwork and safety is expected at all grade levels.

The program is flexible enough to allow each student to function at a level consistent with his/her stage of growth and development.

Standards for Physical Education for all Grade Levels:

Upon completion of this course, having been given the necessary materials, equipment and instruction, students should be able to meet the State endorsed core curriculum content standards.

General Policies

1. Class Organization

The school schedule for physical education classes may contain combinations of grade levels within a class; nevertheless, a different aspect of the activity is emphasized for each grade level or maturational level. Classes may also vary in size, and the range of activities included in the course of study outline takes this into consideration. The program also takes into consideration the seasonal aspects of some activities and the need for adaptation where necessary.

Attendance is taken on a daily basis and a check is made for the appropriate attire. Daily and weekly lesson plans contribute to operational efficiency.

Although actual class organization depends on the type of activity and the number of students, the following routine is suggested for most classes:

	Approximate Time	
	Regular Schedule	Block Scheduling
Dress period	5 minutes	5 minutes
Warm-up exercises	5 minutes	5 minutes
Activity (Instruction and Participation)	27 minutes	69 minutes
Dress period	<u>5 minutes</u>	<u>5 minutes</u>
Total	42 minutes	84 minutes

2. Appropriate Attire and Personal Hygiene

For safety and personal hygiene reasons, students shall change into appropriate and recommended attire: white top, shorts (not cutoffs) or sweat pants, socks and sneakers. It is suggested that each item be laundered on a weekly basis. It is also recommended that those students on temporary excuse also be required to change if they are not scheduled to report to some other designated medical-excuse area.

Showers for students are recommended and should be encouraged.

3. Excuses

Students who miss class for less than one week must present to the physical education instructor a note signed by the parent/guardian or from the school nurse on the day the student is to be excused. The student may be assigned a zero unless the note is produced.

Students on long-term medical excuse must present a doctor's note, within one week from the first day of return to school, which must be verified by the school nurse and then presented to the physical education instructor. The student is then rescheduled according to administrative policy. Instructors have the option of assigning an independent study project.

Regarding the Family Life Education course, students may be excused from sections of the course on moral or religious grounds. Parents must abide by the procedures for excusal as approved by the Board of Education. In each case, legitimate excusals bear no penalty.

4. Accidents

All accidents must be reported to the instructor immediately. The instructor will notify the school nurse and fill out an accident form provided for that purpose.

5. Grading

Total periods of instruction will be such that a student receives (3 marking periods) of Physical Education and one period of Health for each one-year course.

The Health course for each grade level is to be graded separately from the Physical Education course; however, the combined final average must be 65 or better, in order to pass the Health & Physical Education course and meet requirements for graduation.

Physical Education grades are determined by a point system. The final letter grade is determined by the following scale:

100-98 points.....A+
97-92 points.....A
91-90 points.....A-
89-86 points.....B+

85-82 points.....B
81-80 points.....B-
79-76 points.....C+
75-72 points.....C
71-70 points.....C-
69-65 points.....D
Below 60.....F, or failure

6. Warm-up Exercises/Conditioning

Appropriate warm-up exercises are presented to each class before full-scale activity begins. These conditioning exercises are aimed at preventing accidents by preparing the body for more strenuous activity. The exercises should be physiologically, anatomically, and kinesthetically sound.

7. Instructional Procedures

a. Skills and Game Fundamentals

There is a need to teach game skills and fundamental techniques inasmuch as they are the movements which are employed in the games. In addition, the success and enjoyment of the game depends to a considerable extent upon the skill of the participants. The practice of drills in the techniques of these movements offers the opportunity for mass instruction.

Students learn the rules, safety factors, and skills relating to each activity and they participate in drill practices. Practice work is employed with or without game equipment. Each element to be included on that particular level is practiced and taught separately. Corrections are made to faulty student techniques. Safety awareness is always part of the teaching-learning process.

The lesson should usually include a game, which utilizes the fundamentals, which have been taught. Corrections are made of both skill and team play technique. Lead-up games can be successfully used in this phase of the lesson.

The instructor should be thoroughly familiar with all aspects of the activity presented and should insist upon observation of regulations. All new activities should be demonstrated and students should be given individual assistance when needed. Instructors should move about in the area, giving explanations in a clearly defined manner, and have equipment ready for immediate use.

b. Seasonal Program

The activities program may be broken down into seasonal units. (More than one activity may be offered during a season to allow for flexibility in planning according to weather, etc.) Most of the activities are offered on all four-grade levels, with progression in skill level and difficulty along with development of muscular strength and coordination.

c. Student as an Individual

The high school program should provide an introduction to the major team and individual sports. Thorough instruction in basic rules, safety, elementary strategy and fundamental skills is essential. Learning good teamwork, improving personal skills, and learning to officiate are also important aspects of the program. Many of these skills can form a basis for wholesome leisure-time activity.

The specific activities are briefly outlined, in alphabetical sequence, by content only. Three levels of progression—elementary, intermediate, and advanced—allow for different levels of ability. It is expected that the instructor will endeavor to see that each student develops the maximum skill level according to capability.

Traditional Physical Education

<p>GOAL:</p> <p>Build students’ foundational skills, knowledge, fitness, safety, and critical concepts in a variety of sport and physical activities.</p>	
<p style="text-align: center;">ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> ● Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors. ● There are numerous programs, facilities, and communities available that provide a variety of opportunities to get active and healthy. ● Competence in a variety of sports and physical activities will provide confidence and give strong possibility of creating an individual to be a lifelong mover. 	<p style="text-align: center;">ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What sports and/or activities do you enjoy and want to continue to pursue and develop? ● How does competition and/or physical exertion impact your personal character development? ● How does physical health benefit the other dimensions of health and wellness?

- To reach our goals, a strong foundation is needed and critical for future and consistent movement activities.

Course Description:

This course offers students a basic introduction and understanding of a variety of sports and physical activities. Emphasis will be placed on basic skills, general rules, common language, health-related concepts, safety procedures, sport and activity etiquette, and sportsmanship. Individual, dual, and team units will be offered, aiming to enhance and increase students’ physical education literacy.

Course Outcomes/Objectives:

- Apply concepts of each physical activity in non-competitive and competitive gameplay.
- Utilize specific motor skills, patterns, and physical techniques to effectively engage in gameplay and fitness activities.
- Demonstrate knowledge of general safety.
- Demonstrate proper body control, spatial awareness and competency in activity-specific movement skills.
- Demonstrate the ability to assess one’s own fitness level.
- Ability to set personal goals as they pertain to the Specific Measurable Achievable Relevant Time Based (SMART) goal setting concepts.
- Obtain general healthy knowledge and methods for maintaining a healthful level of fitness.
- Discuss the benefits of a physically active lifestyle.
- Identify general safety and proper hygiene practices as they pertain to fitness and resistance training.

Enrollment:

Freshman and Sophomores

Units:

Each unit will last three weeks, with a total of three units per marking period.

Length:

Full year

The following can be selected and implemented in this course:

Invasion	Net Games	Striking/Fielding	Individual
Football	Volleyball	Softball/Kickball	Yoga, Step, or Zumba
Team Handball	Badminton		Aquatics
Rugby	Tennis		Backyard Games
Ultimate Frisbee	Racquetball		Weight Training

Floor Hockey	Pickleball		
Basketball			
Soccer			

*Instructor must select: (4) Invasion games, (2) Net, (2) Individual (*must select weight training*), (1) Striking unit

Timeline	Unit Type	Standards, SLOs,	Instructional Objectives (Skills, Tactics, Rules, Concepts)	Assessment Methods
Suggested MP - 1, 4 3 Weeks	Football	2.2.12.MSC.2 2.2.12.MSC.4	<p style="text-align: center;">Skill/Tactics</p> <p>Maintaining possession Receiving a handoff</p> <ul style="list-style-type: none"> ● Arm closest to QB high ● Arm away from QB bottom ● Do not reach for football ● When ball hits belly, close arm on ball <p>Ball carrying</p> <ul style="list-style-type: none"> ● Eyes up ● Protect ball with hand/bicep, covering both points of ball (high and tight) ● Look for open space ahead <p>Advancing the ball Passing</p> <ul style="list-style-type: none"> ● Feet shoulder width (slightly bent knees) ● Spread fingers over laces on ball (more towards the back of ball) ● Non-dominant shoulder towards target ● Eyes fixed on your target ● Raise ball up to dominant ear with nondominant hand pointing to target ● Step towards target with non dominant foot ● Release ball by snapping your wrist downward ● Follow through across your body towards opposite hip <p>Catching</p> <ul style="list-style-type: none"> ● Feet a little wider than shoulder width (slightly bent knees) ● Keep eyes on the ball the whole time 	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> ● Skills test ● Pedometers for activity level <p><u>Cognitive</u></p> <ul style="list-style-type: none"> ● Quizzes ● Unit Exam ● Exit Slip ● Assignment <p><u>Affective</u> Rubrics for:</p> <ul style="list-style-type: none"> ● Attendance ● Attitude ● Behavior ● Fair play ● Cooperation <p><u>Benchmark Questions:</u></p> <ol style="list-style-type: none"> 1. What position throws the football? 2. Give an example of a route you can run as a WR. 3. How many “downs” does the offensive team have to gain a first down? 4. T or F - You should watch the ball into your hands when catching it.

			<ul style="list-style-type: none"> ● Hands up at chin height, hands out, elbows slightly bent ● Thumbs and index fingers together, making a diamond window (if ball is above waist) ● Pinkies together (if ball is below waist) ● Eye on ball as it goes into your hands ● Give with the ball as it hits your hands ● bring into body to protect it <p>Route Running</p> <ul style="list-style-type: none"> ● Start with one foot in front of other, facing the defense ● When play starts, run planned route using various cuts <p>Routes- In/Out, Post/corner, Fly/stop</p> <p>Defending space-</p> <p>Man to man coverage</p> <ul style="list-style-type: none"> ● Stand across from offensive player ● Feet wider than shoulder width, knees slightly bent, hands up/out ● Eyes on opponents hips ● Shadow opponent, following them wherever they go ● Keep opponent within an arm's length <p>Flag pulling</p> <ul style="list-style-type: none"> ● Feet a little wider than shoulder width (slightly bent knees) ● Eyes on flag ● Bracket opponent within your body width ● Quickly reach for flag and grab with hand ● Raise flag above head <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> ● Understanding basic rules and safety of the game- ● Offensive positioning (QB, RB, WR) ● Defensive positioning (DB). ● Roles and Responsibilities for each position. ● Starting Play- hiking, "Ready, set, hike". 	<p>5. What is man to man coverage?</p> <p>6. T or F - The arm closest to the QB should be on top when receiving a hand-off.</p>
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			<ul style="list-style-type: none"> ● Line of scrimmage ● Player alignment ● Field boundaries, and end zones ● Basic equipment knowledge and use ● 1* downs and distance ● Turnovers Incomplete passes ● Fumbles ● Off-sides ● Body contact ● Flag guarding ● Unsportsmanlike conduct 	
Suggested MP - 2, 3 3 Weeks	Team Handball	2.2.12.MSC.4	<p style="text-align: center;">Skills/Tactics</p> <p>Maintaining possession of the ball</p> <p>Dribbling for control</p> <ul style="list-style-type: none"> ● Eyes up ● Use your funderpads-not fingertips. ● Keep the ball at your side for control. ● Keep the ball at waist level or lower. <p>Moving in space</p> <ul style="list-style-type: none"> ● Passing and moving to create space and support the ball carrier ● Close support of the ball carrier allows more options in attack and means possession can be maintained. <p>Types of Passes</p> <ul style="list-style-type: none"> ● Chest, Bounce, and Overhead passes -two hand passes used in basketball. ● One-handed shoulder pass - similar to a baseball throw. ● Shovel pass- an underhand pass used to deliver the ball quickly. ● Roll pass-a pass that is rolled along the floor to avoid the defense. <p>Ball Control</p> <ul style="list-style-type: none"> ● Passing and dribbling <p>Attacking the goal</p> <p>Shooting</p>	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> ● Skills test ● Pedometers for activity level <p><u>Cognitive</u></p> <ul style="list-style-type: none"> ● Quizzes ● Unit Exam ● Exit Slip ● Assignment <p><u>Affective</u></p> <p>Rubrics for:</p> <ul style="list-style-type: none"> ● Attendance ● Attitude ● Behavior ● Fair play ● Cooperation <p><u>Benchmark Questions:</u></p> <ol style="list-style-type: none"> 1. The area in front of the goal that floor players may not be in when they shoot? 2. A term used to describe when a team has the ball and is trying to score.

			<ul style="list-style-type: none"> ● Standing: Shooters feet are on the ground when the ball is released ● Vertical shots: thrown with power and speed downward into the opponent's goal. ● Jump shots: Characterized by a flight phase during which the ball is released. <p>Defending Space</p> <ul style="list-style-type: none"> ● Marking: Prevent the offense from making or receiving a pass. ● Pressuring ● Covering: Defensive players are allowed to use their body, arms, and hands to obstruct an opponent either with or without the ball. <p>Defending the goal</p> <ul style="list-style-type: none"> ● Goalkeeping- Stops shot in goal area, ball must be thrown to teammates not kicked,goalie can take unlimited steps inside goal area, have five seconds to release ball after save has been made. <p>Winning the ball</p> <ul style="list-style-type: none"> ● Jump balls: The game starts with a jump ball in the center of the court. The official tosses the ball between the two players, who are then permitted to tap the ball, to any of their teammates. ● Block: Use body, arms, and hands to obstruct an opponent. ● Interception <p style="text-align: center;">Knowledge</p> <p>Understanding basic rules and safety of the game:</p> <ul style="list-style-type: none"> ● Change of possession ● 3 step maximum or 3 second maximum hold ● No offensive or defensive player in the crease ● Boundary lines ● Scoring (1 point per goal) ● Goalie positioning ● Use of hands only 	<p>3. A term used to describe when a team does not have the ball and is trying to prevent the other team from scoring.</p> <p>4. A term used when a player walks while holding the ball.</p> <p>5. Each goal is worth how many points?</p> <p>6. The game begins with a _____.</p> <p>7. A player can take only _____ steps after catching the ball.</p>
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			<ul style="list-style-type: none"> ● Body contact with ball carrier ● No dislodging the ball ● No contact with the ball carrier at any time ● No dislodging the ball 	
Suggested MP - 1, 4 3 Weeks	Rugby	2.2.12.MSC.2 2.2.12.MSC.4 2.2.12.MSC.5	<p style="text-align: center;">Skills/Tactics</p> <p>Maintaining Possession</p> <p>Passing</p> <ul style="list-style-type: none"> ● Look at target ● Two hands on both sides of ball ● Keep ball off chest ● Turn shoulders towards target / team mate ● Push follow through towards catcher <p>Running with the ball</p> <ul style="list-style-type: none"> ● Protect ball with hands, arms (high and tight) ● Look for open space ● Advance the ball forward as far as possible before next move <p>Maintaining Possession w/ Support Player-</p> <p>Running with the carrier – body positioning</p> <ul style="list-style-type: none"> ● Maintain 5-10 feet from teammate ● Trail team mate to a side ● Hands up ready for pass <p>Advancing the ball</p> <p>Running Forward</p> <ul style="list-style-type: none"> ● Look for open space ● Attack gaps ● Look for teammates ● Hold ball high and tight <p>Scoring a TRY</p> <ul style="list-style-type: none"> ● Advance the ball to the opponent's end ● Upon crossing last line, place ball on ground <p>Defending Space</p> <p>Making the tag</p> <ul style="list-style-type: none"> ● Tag player with ball ● Maintain space to react to runs/passes ● Eyes on ball carrier and other opponents 	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> ● Skills test ● Pedometers for activity level <p><u>Cognitive</u></p> <ul style="list-style-type: none"> ● Quizzes ● Unit Exam ● Exit Slip ● Assignment <p><u>Affective</u></p> <p>Rubrics for:</p> <ul style="list-style-type: none"> ● Attendance ● Attitude ● Behavior ● Fair play ● Cooperation <p><u>Benchmark Questions:</u></p> <ol style="list-style-type: none"> 1. True/False You are allowed to pass the ball forward. 2. True/False You are allowed to kick the ball forward 3. When the ball goes out of bounds, play starts back up with... 4. Advancing the ball past the last line to score is called a___. 5. To stop the ball carrier from advancing you need to___.

			<p>Flag Pulling</p> <ul style="list-style-type: none"> ● Hand on flag ● Quickly reach for flag and grab with hand ● Raise flag above head after grab <p>In-Field restarts</p> <ul style="list-style-type: none"> ● Free pass, Tap backs <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> ● Understanding general rules and safety of the game ● Boundary Lines (Ball or body touches the line) ● Game start (kick off or starting from a designated area) ● In-Game restarts (players must retreat immediately when play stops, tap backs, free pass) ● Ball movement (No forward passing) ● Scoring a “Try” (Ball must be “touched” to the ground not spiked over the goal line). ● No Contact (Use of flags), Controlled two-hand touch (Pushing motion is illegal) ● Teams must retreat immediately when play stops 	
Suggested MP - 1, 4 3 Weeks	Ultimate Frisbee	2.2.12.MSC.2 2.2.12.MSC.4 2.2.12.LF.5	<p style="text-align: center;">Skills/Tactics</p> <p>Maintaining possession of the frisbee</p> <p>Throwing (short)</p> <ul style="list-style-type: none"> ● Hold frisbee with pointer finger along the side of frisbee, thumb on the top and the three other fingers rolled underneath the rim ● Throwing shoulder pointing at target ● Throwing arm wrapped around the frisbee ● Shoulder width stance ● Extend arm out releasing frisbee in front of body <p>Catching – one hand, two hands</p> <ul style="list-style-type: none"> ● Closing your hand or sandwiching your hands on the frisbee <p>Pivoting</p> <ul style="list-style-type: none"> ● Establishing one foot to stay in one spot and rotate on the ball of that foot 	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> ● Skills test ● Pedometers for activity level <p><u>Cognitive</u></p> <ul style="list-style-type: none"> ● Quizzes ● Unit Exam ● Exit Slip ● Assignment <p><u>Affective</u></p> <p>Rubrics for:</p> <ul style="list-style-type: none"> ● Attendance ● Attitude ● Behavior

			<p>Getting open- V-cuts</p> <ul style="list-style-type: none"> • Run one direction and quickly change and go in another direction <p>Supporting teammates</p> <p>Creating space in attack</p> <p>Spacing</p> <ul style="list-style-type: none"> • Move away from other teammates, stretch the field <p>Positioning</p> <ul style="list-style-type: none"> • Stay in one area or zone so not to run all over the place <p>Give-and-go's</p> <ul style="list-style-type: none"> • Pass to teammate, then run pass them to become the receiver of the frisbee <p>Defending space</p> <p>Marking & counting</p> <ul style="list-style-type: none"> • Defending an area your opponent enters <p>Pressuring</p> <ul style="list-style-type: none"> • Stay within 2-3 feet from your opponent, forcing them to make quick passes <p>Guarding</p> <ul style="list-style-type: none"> • Stay with specific opponent and go wherever they go <p style="text-align: center;">Knowledge</p> <p>Understanding general rules and safety of the game-</p> <ul style="list-style-type: none"> • Change of possession • Defensive play and no physical contact rules • May not move with the Frisbee • Stalling- 10 second stall count • Scoring system (1 point per touchdown) • Use of hands only • Boundary lines • Touchback (Incomplete pass in end zone) 	<ul style="list-style-type: none"> • Fair play • Cooperation <p><u>Benchmark Questions:</u></p> <ol style="list-style-type: none"> 1. Where should the frisbee be released, in regards to our body? 2. Where should your throwing shoulder be pointing at? 3. This is called when you rotate on one foot? 4. How far apart should your feet be? 5. When you move away from your teammate you are creating this?
Suggested MP - 2, 3 3 Weeks	Floor Hockey	2.2.12.MSC.2 2.2.12.MSC.4	<p style="text-align: center;">Skills/Tactics</p> <p>Maintaining possession of the puck</p> <p>Dribbling for control</p>	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> • Skills test • Pedometers for activity level

			<ul style="list-style-type: none"> ● Grip: Non dominant hand at the top of the stick. Dominant hand 10-12 inches below non dominant hand. ● Use soft taps when striking the puck. ● Use both sides of the stick to control the puck. <p>Supporting the puck carrier</p> <ul style="list-style-type: none"> ● Moving into open space <p>Passing-Short and Long</p> <ul style="list-style-type: none"> ● Blade facing the target ● Puck in the center of the blade ● Flick wrist to drive the puck ● Follow through at target <p>Stick Control</p> <ul style="list-style-type: none"> ● Grip stick with dominant hand about halfway down the shaft of the stick. Non dominant hand on top of the stick ● Bend knees ● Soft taps to move the puck ● Use both sides of the blade <p>Attacking the goal</p> <p>Shooting</p> <ul style="list-style-type: none"> ● Grip: Non dominant hand toward the top of stick. Dominant hand a foot below non dominant hand. ● Turn the non-dominant side to the target. ● Stick should not go higher than waist level on back swing or follow through. ● Follow through with the stick pointed at the target. <p>Defending Space</p> <p>Marking, pressuring, covering</p> <ul style="list-style-type: none"> ● Select an opponent or a space to guard <p>Defending the goal</p> <p>Goalkeeping-positioning, stick use</p> <ul style="list-style-type: none"> ● Feet shoulder width apart ● Knees bent 	<p><u>Cognitive</u></p> <ul style="list-style-type: none"> ● Quizzes ● Unit Exam ● Exit Slip ● Assignment <p><u>Affective</u></p> <p>Rubrics for:</p> <ul style="list-style-type: none"> ● Attendance ● Attitude ● Behavior ● Fair play ● Cooperation <p><u>Benchmark Questions:</u></p> <ol style="list-style-type: none"> 1. What is the penalty called when the blade of the hockey stick goes above the waist? 2. True/False: You should use both sides of the stick to control the puck. 3. When does a face off occur in floor hockey? 4. Where does the play begin with face off? 5. What physical benefits can you get from playing floor hockey?
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			<ul style="list-style-type: none"> ● Use a stick to defend and deflect the puck. <p>Winning the puck Faceoff, block, poke, save</p> <ul style="list-style-type: none"> ● Two opposing players face each other with sticks on the floor. ● The puck can be dropped in between the players on the floor or they need to tap the floor, then the opponents stick three times. <p style="text-align: center;">Knowledge</p> <p>Understanding basic rules and safety of the game:</p> <ul style="list-style-type: none"> ● No high sticking ● Boundary Lines ● No offensive players in crease ● No slashing ● Puck completely crosses the goal line 1 point is scored ● Game started with a faceoff 	
Suggested MP - 2, 3 3 Weeks	Basketball	2.2.12.MSC.2 2.2.12.MSC.4	<p style="text-align: center;">Skills/Tactics</p> <p>Maintaining possession w/ support player On-the-ball movements- Chest pass</p> <ul style="list-style-type: none"> ● Grip ball with both hands on each side ● Stand square towards your target ● Start with ball close to chest, elbows wide and bent ● Make eye contact with team mate ● Step towards target and extend arms/hands towards target ● Flick thumbs up and towards target ● Follow through away from body, towards teammates chest <p>Bounce pass</p> <ul style="list-style-type: none"> ● Grip ball with both hands on each side ● Stand square towards your target ● Start with ball close to chest, elbows wide and bent ● Make eye contact with team mate ● Step towards target extending arms/hands out, flicking thumbs 	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> ● Skills test ● Pedometers for activity level <p><u>Cognitive</u></p> <ul style="list-style-type: none"> ● Quizzes ● Unit Exam ● Exit Slip ● Assignment <p><u>Affective</u> Rubrics for:</p> <ul style="list-style-type: none"> ● Attendance ● Attitude ● Behavior ● Fair play ● Cooperation

		<ul style="list-style-type: none"> ● Bounce ball 2/3 of the way from teammate <p>Overhead pass</p> <ul style="list-style-type: none"> ● Hand on both sides of the ball, overhead ● Step with non-dominant foot towards target ● Eye contact with teammate ● Follow through towards target, flicking ball out of hands <p>Off-the-ball movements-</p> <ul style="list-style-type: none"> ● Creating passing lanes ● Fakes and juke steps ● Cuts <p>Maintaining possession (Using space in attack)</p> <p>Dribbling</p> <ul style="list-style-type: none"> ● Eyes up / knees bent ● Hand / fingers wide ● Contact ball with finger pads, not palm ● Keep ball on side of body, opposite hand waist high protecting ball ● Bounce ball waist high or lower <p>Attacking basket</p> <p>Layups</p> <ul style="list-style-type: none"> ● Approach the basket at a 45 degree angle ● Step with outside foot, followed by inside foot ● Lift ball to eye level with both hands ● Place shooting hand under ball, other hand on side ● Eyes up at top corner of “square” ● Jump off opposite foot, raise same knee/arm towards backboard ● “Bank” ball off top corner of “square” <p>Shooting</p> <ul style="list-style-type: none"> ● Feet shoulder width apart ● Knees bent ● Dominant foot slightly ahead of other ● Dominant hand under ball, no palms, pads of your hand ● Opposite hand on side of ball with ball at eye height 	<p>Benchmark Questions:</p> <ol style="list-style-type: none"> 1. T or F - Use the palms of your hands to dribble. 2. T or F - When you stop dribbling, you cannot dribble again. 3. How does the game get started? 4. How can you create space to get open when you don't have the ball? 5. Man to man and zone, are two types of what?
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			<ul style="list-style-type: none"> ● Eyes fixed on front of rim ● Extend legs (jump), straight up, follow through towards rim, flicking wrist out and up ● BEEF - balance, eyes, elbow, follow through <p>Creating space to attack</p> <p>L-cut V-cut Pick on the ball</p> <ul style="list-style-type: none"> ● Locate opponent ● Make eye contact with team mate ● Stand still with feet shoulder width apart ● Cross arms across chest ● Embrace contact / do not move (statue) <p>Winning the ball</p> <p>Defense on the ball</p> <ul style="list-style-type: none"> ● Man to man <ul style="list-style-type: none"> ○ Follow opponent wherever they go ○ Zone - stay in your area. keep eyes on ball and your zone <p>Defense off the ball</p> <p>Defensive Stance</p> <ul style="list-style-type: none"> ● Feet wide/ hands side / palms up ● Knees bent, head/chest up ● Slide side to side (do not click feet together) ● Eye on ball and your opponent <p style="text-align: center;">Knowledge</p> <p>Understanding basic rules and safety of the game:</p> <ul style="list-style-type: none"> ● Out of bounds ● Traveling ● Double dribble ● Fouls ● Scoring (3 points- Field goal from behind 3-point arch, 2 points- field goal from inside the arch, 1 point- made foul shot) ● Start of game (Jump ball, check, etc) 	
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<p>Suggested MP - 1, 4 3 Weeks</p>	<p>Soccer</p>	<p>2.2.12.MSC.2 2.2.12.MSC.4</p>	<p>● 5v5</p> <p style="text-align: center;">Skills/Tactics</p> <p>Maintaining possession Ball control- Dribbling</p> <ul style="list-style-type: none"> ● Pushing the ball with the inside part of the foot ● Keeping the ball closely in front of you. <p>Passing (short)</p> <ul style="list-style-type: none"> ● Non kicking foot placed alongside the ball. ● Kicking foot turned so the inside part of foot is perpendicular to the ball. ● Chest slightly over ball. ● Eyes looking at target so they can receive the pass <p>Receiving – sole, instep.</p> <ul style="list-style-type: none"> ● Accept the pass by having your instep swing back to control the pass <p>Attacking the goal</p> <ul style="list-style-type: none"> ● Shooting ● Place the non-kicking foot alongside the ball. ● Chest slightly over the ball. ● Kicking foot strikes the ball on the shoe lace part of the shoe. <p>Creating the space in attack One-time passing</p> <ul style="list-style-type: none"> ● Precision and non-settling, in which the foot is positioned to receive and send a pass <p>Give and go's</p> <ul style="list-style-type: none"> ● Precision pass, in which the passer passes the ball to a teammate and proceeds to run by them to become the receiver in a return pass. <p>Defending space Marking, pressuring</p> <ul style="list-style-type: none"> ● Staying within 3 feet from your opponent. ● Forcing your opponent to make quick decisions on passing. <p>Defending the goal Goalkeeping- positioning, receiving the ball</p>	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> ● Skills test ● Pedometers for activity level <p><u>Cognitive</u></p> <ul style="list-style-type: none"> ● Quizzes ● Unit Exam ● Exit Slip ● Assignment <p><u>Affective</u> Rubrics for:</p> <ul style="list-style-type: none"> ● Attendance ● Attitude ● Behavior ● Fair play ● Cooperation <p><u>Benchmark Questions:</u></p> <ol style="list-style-type: none"> 1. What part of the foot do you make a pass with? 2. Where must your chest be when striking the ball? 3. How does a goalie make the goal smaller for their opponent? 4. In a throw in, the ball should be held over what? 5. How far should you be when marking your opponent?
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			<ul style="list-style-type: none"> • Taking an angle, or moving up and out of the goal makes it harder for the opponent to score. <p>Distributing-Throwing</p> <ul style="list-style-type: none"> • Roll the ball out to your teammate. • Don't let it bounce <p>Restarting play</p> <p>Throw-ins (standing still or dragging the foot)</p> <ul style="list-style-type: none"> • Both feet flat on the ground, behind the line. • Both hands on the ball that is held over your head. • Bring your hands and ball forward releasing the ball out in front towards your teammate. <p>Dragging the foot</p> <ul style="list-style-type: none"> • Allowed to take a couple of steps, • Both hands and ball over the head • One foot has to be flat on the ground while the toe of the foot touches the ground. <p style="text-align: center;">Knowledge</p> <p>Understanding basic rules and safety of the game:</p> <ul style="list-style-type: none"> • Hands use • Goalie play • Number of players to a team • Positions • Starting play • Time keeping • Fouls and penalties • Excessive contact 	
3 weeks	NET GAMES			
Suggested MP - 2, 3	Volleyball	2.2.12.MSC.2 2.2.12.MSC.4	<p style="text-align: center;">Skills/Tactics</p> <p>Setting up to attack</p> <p>Forearm Pass/Bump (Arm Positioning, Stance)</p> <ul style="list-style-type: none"> • Contact ball on forearm • Wrap hand around fist with thumbs up, elbows in, arms away from body, knees bent, feet shoulder width apart 	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> • Skills test • Pedometers for activity level <p><u>Cognitive</u></p> <ul style="list-style-type: none"> • Quizzes • Unit Exam

			<ul style="list-style-type: none"> • When making contact with the ball: step forward and extend arms to target, arms below shoulder level <p>Set (Hand Positioning, Stance)</p> <ul style="list-style-type: none"> • Hands in front of forehead, triangle position of hands • Hit the ball with fingertips, knees slightly bent, and feet shoulder length apart • When making contact with the ball: extend arms and legs in the direction of your target <p>Base</p> <ul style="list-style-type: none"> • Ready position while its opponents play the ball <p>Read and anticipate</p> <p>Winning the Point</p> <p>Down ball (standing spike)</p> <ul style="list-style-type: none"> • Hit overhead and driven over the net with topspin while the player remains standing (no jump) <p>Underhand Serve (Stance, Hand Positioning) <i>“Set, toss, hit”</i></p> <ul style="list-style-type: none"> • Wrist locked, hand in fist position, thumb on side of fist, shoulders to target • Ball held waist level in non-dominant hand, release ball beforehand strikes it. • When making contact with ball: Step in opposition, transfer weight forward, strike ball, follow through with extended arm to target. <p>Overhead Serve (Stance, Hand Positioning) <i>“Toss, step, strike”</i></p> <ul style="list-style-type: none"> • Ball held in non-dominant hand • Toss ball into air, and dominant hand behind head (winds up to strike) • When making contact with the ball: contact ball with open hand, step in opposition with non-dominant foot, full arm extension <p>Defending space on your own court</p> <ul style="list-style-type: none"> • Defensive posture: knees slightly bent and weight forward on the toes • Take steps towards the ball before moving 	<ul style="list-style-type: none"> • Exit Slip • Assignment <p><u>Affective</u> Rubrics for:</p> <ul style="list-style-type: none"> • Attendance • Attitude • Behavior • Fair play • Cooperation <p><u>Benchmark Questions:</u></p> <ol style="list-style-type: none"> 1. What are the cues for an underhand serve? 2. What are the cues for an overhead serve? 3. When does a team rotate? 4. When performing a bump, which part of the body makes contact with the ball? 5. What part of the body should contact the ball when bumping the ball? 6. Each team may hit the ball a maximum of _____ times. 7. A player may touch the net with their body only if they attempt to block the hit (T/F)
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			<ul style="list-style-type: none"> ● Be able to move laterally and forward and back by keeping a low, neutral position with a slight forward lean <p>Dig (Arm positioning, Stance)</p> <ul style="list-style-type: none"> ● Anticipate the ball ● Feet are wide with the knees bent and out over your toes ● Shoulders are forward and relaxed ● Arms are bent and out in front of your body ● Lean into the ball as you make contact ● Dig the ball at the midline of your body if you can ● If you have to reach outside your body, extend and angle your arms in the direction of the target <p>Defending space</p> <p>Base</p> <ul style="list-style-type: none"> ● Ready position while its opponents play the ball <p>Read and anticipate</p> <p style="text-align: center;">Knowledge</p> <p>Understanding basic rules and safety of the game:</p> <ul style="list-style-type: none"> ● Team size ● Clockwise Rotation ● Boundary lines and out/in when ball hits line ● Double contact ● 3 touches per side ● Net play: no body contact with the net, or under net ● Scoring systems: side-out and rally point scoring ● Service rules: behind the line ● Basic tactics of the game ● Proper equipment use and volleyball standards precautions ● Stop gameplay when ball rolls on court ● Distributing ball under the net 	
Suggested MP - 2, 3	Badminton	2.2.12.MSC.1 2.2.12.MSC.2 2.2.12.MSC.4	<p style="text-align: center;">Skills/Tactics</p> <p>Setting up to attack</p> <p>Strokes</p>	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> ● Skills test ● Pedometers for activity level

		<p>Forehand- A forehand is from the same side of your body as your dominant hand</p> <ul style="list-style-type: none"> • Always start from a ready position (split step) • Use a forehand grip and turn sideways with your non-racket foot forward • Draw the racket back behind your shoulder • Contact the birdie while using the non-racket arm for counter balance • Rotate the shoulders and hips, while following through to the opposite side of body <p>Backhand- Keep your grip loose</p> <ul style="list-style-type: none"> • As the birdie passes over the non-dominant side, turn your body to face the rear court • Lunge and extend your racket arm in the direction of where the birdie is due to land • With the racket pointing in the direction of the birdie, make contact with the birdie • Flick the wrist to produce more speed and power <p>Winning the Point</p> <p>Serve</p> <ul style="list-style-type: none"> • Must serve below waist • Front foot must not cross the short service line • Serve from the appropriate service court • Right if the game is starting at 0-0 • Left if their score is odd, and right if it is even. <p>Short Serve</p> <ul style="list-style-type: none"> • Hold the feather part of the birdie using the thumb and index and index finger, with the head pointing downwards • Use the backhand grip and position the racquet behind the birdie pointing downward • Step slightly forward with your dominant leg • Drop the birdie and push the racquet forward with your thumb towards the intended target • The power will come from the push of the thumb and a slight flick of the wrist <p>Flick</p> <ul style="list-style-type: none"> • Hold the shuttle at waist level 	<p><u>Cognitive</u></p> <ul style="list-style-type: none"> • Quizzes • Unit Exam • Exit Slip • Assignment <p><u>Affective</u></p> <p>Rubrics for:</p> <ul style="list-style-type: none"> • Attendance • Attitude • Behavior • Fair play • Cooperation <p><u>Benchmark Questions:</u></p> <ol style="list-style-type: none"> 1. What is a clear shot? 2. True or False: a point is scored on every volley, no matter who served. 3. If the shuttle hits the net on a serve and goes over, landing in the appropriate service court, it is called a _____? 4. True or False: any portion of the shuttle may be struck during a serve. 5. True or false: If the shuttle lands on a boundary line it is considered a fault.
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			<ul style="list-style-type: none"> ● Swing your racket back with your wrist and hand cocked ● Move the racket down and forward to hit the shuttle near your thigh (Grip, Stance, Follow-Through) <p>Smash</p> <ul style="list-style-type: none"> ● Move under shuttle ● Raise non-dominant elbow ● Make contact at highest point ● Flick wrist above head ● Return to base <p>Defending space Recovery (returning to the base)</p> <ul style="list-style-type: none"> ● Using shuffle stepping move body just behind the service box ● Shoulder width stance ● Racquet out in front of body ● Eye on opponent <p style="text-align: center;">Knowledge</p> <p>Understanding basic rules and safety of the game-</p> <ul style="list-style-type: none"> ● Games played one on one (singles) or two on two (doubles), differences in boundary lines. ● Serve behind service line and diagonally across the bet ● Serving hand and body positioning ● Scoring system- Side-out scoring (only serving team can score) ● Cannot make contact with the net 	
Suggested MP - 1, 4	Tennis	2.2.12.MSC.1 2.2.12.MSC.2	<p style="text-align: center;">Skills/Tactics</p> <p>Setting up an attack Forehand: Hold racquet in dominant hand.</p> <ul style="list-style-type: none"> ● Knees bent ● Move toward ball ● Non racket side to target ● Racquet pulled back ● Step with opposite foot when contacting the ball ● Follow through 	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> ● Skills test ● Pedometers for activity level <p><u>Cognitive</u></p> <ul style="list-style-type: none"> ● Quizzes ● Unit Exam ● Exit Slip

		<p>Backhand: Hold racket in dominant hand.</p> <ul style="list-style-type: none"> • Knees bent • Move toward ball • Racket side to target • Racket pulled back • Step with dominant foot • Level swing with racket face pointed at target • Follow through <p>Read and anticipate</p> <ul style="list-style-type: none"> • Athletic Stance • Racket in front of body • Eyes on opponent <p>Lob shots</p> <ul style="list-style-type: none"> • Knees bent • Drop your racket low to get under the ball • Push the ball upwards. <p>Drop shots</p> <ul style="list-style-type: none"> • A drop shot is used to hit the ball softly over the net so it lands short in the court. <p>Winning the point</p> <p>Approach shot</p> <ul style="list-style-type: none"> • Offensive shot that allows a player to move from the baseline to net, hitting a forehand or backhand. <p>Volley- forehand/backhand</p> <ul style="list-style-type: none"> • The forehand stroke is used to hit a ball that is on the dominant side. • The backhand stroke is used to hit a ball that is on the non-dominant side. <p>Defending space</p> <ul style="list-style-type: none"> • Recovery • Return to base <p>Defending as a pair</p> <ul style="list-style-type: none"> • Up-and-back formation • Communication <p style="text-align: center;">Knowledge</p> <p>Understanding basic rules and general safety of the game</p>	<ul style="list-style-type: none"> • Assignment <p><u>Affective</u> Rubrics for:</p> <ul style="list-style-type: none"> • Attendance • Attitude • Behavior • Fair play • Cooperation <p><u>Benchmark Questions:</u></p> <ol style="list-style-type: none"> 1. If you are right handed- the ball is coming to you on the left side, do you use forehand or backhand? 2. True or False. Love is another word for ‘zero’? 3. What is a rally in tennis? 4. True or False. The outline changes for doubles. 5. A term used for a score of 40-40 is called?
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			<ul style="list-style-type: none"> • Game played one on one (singles) or two on two (doubles), differences in boundary lines • Serve behind the service line and diagonally across the net, must fall in the serving square. • Scoring system and side-out scoring (only serving team can score) • Net play and no contact with the net 	
Suggested MP - 2, 3	Racquetball	2.2.12.MSC.1 2.2.12.MSC.2 2.2.12.MSC.4	<p style="text-align: center;">Skills/Tactics</p> <p>Setting up an attack:</p> <ul style="list-style-type: none"> • Square up to front wall • Shoulder width stance for balance • Early racquet preparation – racquet up at ear level • Drive front leg towards target • Rotate hips, shoulder, and arm • Contact ball with a flat impact with no spin • Follow through with shoulder facing the front wall at finish <p>Forehand</p> <ul style="list-style-type: none"> • Grab the racquet in both hands, like a baseball bat • Hands should be in the palm up/palm down position • Racquet should be gripped loosely in your fingers rather than your palm • Complete your swing by snapping your wrist, which straightens the racquet and makes it parallel to the front wall, and following through <p>Backhand</p> <ul style="list-style-type: none"> • Start with the racquet up above your shoulder • Step towards the ball • Rotate hips and lower body first • Swing the racquet around to finish • Contact ball just in front of the leading foot <p>Overhead</p> <ul style="list-style-type: none"> • Passing shot that is hit like a serve in tennis. • Hit the ball slightly in front of your body with a wrist snap to bring the ball down <p>Underhand Serving</p> <ul style="list-style-type: none"> • Snap your wrist straight up 	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> • Skills test • Pedometers for activity level <p><u>Cognitive</u></p> <ul style="list-style-type: none"> • Quizzes • Unit Exam • Exit Slip • Assignment <p><u>Affective</u></p> <p>Rubrics for:</p> <ul style="list-style-type: none"> • Attendance • Attitude • Behavior • Fair play • Cooperation <p><u>Benchmark Questions:</u></p> <ol style="list-style-type: none"> 1. An essential stroke form beginning at the opposite side of the body from the racquet hand with the arm extended across the torso is called a _____. 2. a serve that isn't returned; results in a point for the server is called _____. 3. True/False A shot passing the opponent on the way

			<ul style="list-style-type: none"> ● Flicking the ball toward the ceiling ● Use this stroke when you are jammed in the mid court ● Keep the ball in front of you <p>Defending space Positioning (Serve receive, game play, etc.) Transition-Serving transitioning into game play</p> <p style="text-align: center;">Knowledge</p> <p>Understanding basic rules and safety of the game-</p> <ul style="list-style-type: none"> ● Serving ● Court markings ● Scoring system ● Faults 	<p>from one side of the court to the other is called cross-court pass.</p> <p>4. True/False Center court is the most desirable position to hold on court, midway between the sidewalls and just behind the Five Foot Line.</p> <p>5. If a player steps over the service lines during service it is known as a _____.</p>
3 weeks	STRIKING/FIELDING			
Suggested MP - 1, 4	Softball/Kickball	2.2.12.MSC.2	<p style="text-align: center;">Skills/Tactics</p> <p>Hitting</p> <ul style="list-style-type: none"> ● Knuckle to knuckle grip, ● Square to plate ● Shoulder width stance ● Dominant elbow up with bat near armpit ● Swing with eyes on ball ● Rotate hips and swing to other shoulder <p>Situational hitting</p> <ul style="list-style-type: none"> ● Runner on 1st or 2nd base- Hitting behind runner ● Runner on 3rd base – Hitting in outfield <p>Fielding</p> <p>Ground Balls Pop flies Determining (before the pitch) where to throw and positioning on common plays Communicating number of outs</p> <p>Base Running</p> <p>Running through 1st base Determining (before the pitch) where to run Tagging up and advancing Advancing to 2nd base</p>	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> ● Skills test ● Pedometers for activity level <p><u>Cognitive</u></p> <ul style="list-style-type: none"> ● Quizzes ● Unit Exam ● Exit Slip ● Assignment <p><u>Affective</u></p> <p>Rubrics for:</p> <ul style="list-style-type: none"> ● Attendance ● Attitude ● Behavior ● Fair play ● Cooperation <p><u>Benchmark Questions:</u></p>

			<p>Supporting players Determining the best position for base coverage</p> <p style="text-align: center;">Knowledge</p> <p>Understanding general rules of the game-</p> <p>Rules</p> <ul style="list-style-type: none"> ● Standing on base ● Tagging up ● Scoring system ● Switching of offense/defense ● Number of outs ● Running in base path <p>Safety</p> <ul style="list-style-type: none"> ● Team on offense safe distance from batter ● Position of batter's box ● Running on base path during double plays ● Proper equipment use - Throwing of bat, helmet, gloves 	<ol style="list-style-type: none"> 1. A softball/kickball team consists of the following number of players? 2. The batter/kicker is out when: 3. True/False A batter is not allowed to overrun first base. 4. True/False If the pitcher throws 5 balls it is a walk. 5. If the runner does not touch a base after a fly ball is caught, they are considered: 6. Unless the score is tied. A regulation game is:
3 weeks	INDIVIDUAL			
Suggested MP - 2, 3	Body Flow, Step, or Zumba	2.2.12.MSC.3 2.2.12.PF.2	<p style="text-align: center;">Introduction</p> <p>Basic introduction to body flow and terminology for beginners and introducing poses for beginners.</p> <p style="text-align: center;">Skills/Tactics</p> <p>Understanding and performance in the following controlled movements and poses: Child's pose (Balasana)</p> <ul style="list-style-type: none"> ● Spread your knees wide in a "V" shape, with your big toes touching behind you. ● Rest your bottom on your heels. ● Lengthen your spine and stretch forward between your thighs. ● You can extend your arms or tuck them behind you. <p>Standing forward fold</p> <ul style="list-style-type: none"> ● Stand tall with your hands on your hips. 	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> ● Skills test ● Pedometers for activity level <p><u>Cognitive</u></p> <ul style="list-style-type: none"> ● Quizzes ● Unit Exam ● Exit Slip ● Assignment <p><u>Affective</u> Rubrics for:</p> <ul style="list-style-type: none"> ● Attendance ● Attitude ● Behavior ● Fair play

			<ul style="list-style-type: none"> ● Bend forward from your hips. Lengthen the torso as you reach downward. ● If possible, bring your palms or fingertips to the floor in front of your feet (or as far as you can reach). Your legs can be straight or slightly bent. <p>Downward facing dog</p> <ul style="list-style-type: none"> ● Kneel on an exercise mat or floor and bring your feet together behind you. ● Slowly bend forward to place your palms flat on the mat, positioning your hands shoulder-width apart with your fingers facing forward. ● Slowly lift yourself into a push-up position, shifting your hands until your shoulders are positioned directly over your hands <p>Mountain pose</p> <ul style="list-style-type: none"> ● Stand with your feet together. Bring the inner edges of your feet together: big toes touching, heels touching. ● Stand up tall and look straight ahead. ● Straighten your legs. Lift your kneecaps upward to firm your thigh muscles. ● Turn your thighs inward. Drop your tailbone toward your heels to lengthen your lower back and lift the front of your pelvis slightly. ● Lift and broaden your chest by drawing your shoulders back and your shoulder blades down. Reach through your fingertips. ● Lift up through the crown of your head. Keep your gaze level and soft. <p>Triangle pose</p> <ul style="list-style-type: none"> ● Step your feet wide. ● Pivot in your left foot; turn out your right foot 90 degrees. ● Press into your outer left heel. Reach your right hand to the floor and left hand to the ceiling. ● Press into your inner right foot. Turn your right thigh outward. ● Press into your outer left heel. Turn your left thigh outward. 	<ul style="list-style-type: none"> ● Cooperation <p><u>Yoga Benchmark Questions:</u></p> <ol style="list-style-type: none"> 1. The word “yoga” is derived from a Sanskrit word meaning what? 2. How many poses make up one sun salutation? 3. What is an example of a standing pose? 4. What’s the proper terminology for corpse pose? 5. What is a vinyasa? <ol style="list-style-type: none"> a. Create your own 8-pose yoga flow and perform it.
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			<ul style="list-style-type: none"> ● Reach your arms apart. ● Turn your navel and chest upwards. Gaze up at your top thumb. ● To exit the first side: Press into your outer left heel. Pull up with your top arm to come to standing. Turn your feet forward. ● Repeat on the second side. <p>Warrior 1</p> <ul style="list-style-type: none"> ● Begin laying face-down on your mat. ● Straighten your arms and lift your chest off the floor. ● Narrow your hips and legs. ● Firm your shoulder blades. ● Press the thighs and tops of the feet into the floor. <p>Warrior 2</p> <ul style="list-style-type: none"> ● Lunge forward with one leg, ● Positioning your thigh parallel to the ground. ● Your front foot and torso should be parallel to the mat's edges, with your back foot facing outward to the side. ● Lean into the lunge to increase its intensity. ● Stretch your arms parallel to the floor, and make sure your torso remains square over your hips. Gaze over your fingers in the direction of your lunge. <p>Cobra pose</p> <ul style="list-style-type: none"> ● Begin laying face-down on your mat. ● Straighten your arms and lift your chest off the floor. ● Narrow your hips and legs. Firm your shoulder blades. ● Press the thighs and tops of the feet into the floor. <p>Corpse pose (Savasana)</p> <ul style="list-style-type: none"> ● Final relaxation pose, laying straight and still <p>Tree pose</p> <ul style="list-style-type: none"> ● Stand on one foot and keep it firm on the floor. Place your opposite foot against your thigh or calve (but not your knee), with toes pointing to the floor. 	
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			<ul style="list-style-type: none"> ● Your pelvis should remain centered and your hips should be square. ● Hold your hands at your heart's center or extend your arms upward. <p>Vinyasa</p> <ul style="list-style-type: none"> ● A yoga flow; a style of yoga characterized by stringing poses together so that you move from one pose directly to another, seamlessly, using breath. <p style="text-align: center;">Knowledge</p> <p>Body awareness and self-visualization Etiquette of group body flow Identify specific body flow practices that can be used for a lifetime Body flow terminology Modify independent body flow practice to ensure maximum physical and mental benefit.</p> <p style="text-align: center;">Zumba</p> <p>Zumba was unintentionally created during the 1990s in Columbia by Albert 'Beto' Perez when he inadvertently forgot the aerobics music for a class.</p> <p>Use of appropriate rhythmic movements</p> <ul style="list-style-type: none"> ● Counts ● Spatial awareness <p>Cultural awareness</p> <ul style="list-style-type: none"> ● Hispanic music background ● History of Zumba ● How Zumba culture has evolved <p>Merengue- Considered the Dominican Republic's national dance.</p> <ul style="list-style-type: none"> ● 4 counts march <p>Salsa- A syncretic dance form with origins from Cuba as the meeting point of Spanish culture</p> <ul style="list-style-type: none"> ● Front to back salsa basics. ● Side basics. ● Back basic. 	
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		<p>Cumbia- Traditional folk dance from Colombia (national dance)</p> <ul style="list-style-type: none"> • The basic step is the same as for Salsa, but the rhythm is different: 123 ... 123 ... a step back, a step on the spot, a step forward ... a pause to transfer the body weight on the other foot and we start again. • To vary this step of very basic dance we will alter with the lateral pitch apapelé not hunted. We move the foot to the left while the right follows the movement by dragging on the ground, we repeat this action before starting in the other direction. • We will not forget the step crossed: a step to the left with the left foot, bring the right foot to the left by placing it in front of the other foot, then move the left foot to the left and bring the right foot against the left foot a fourth time. <p>Reggaeton- Blends Jamaican music influences of reggae and dancehall with those of Latin America.</p> <ul style="list-style-type: none"> • Stomp 8 counts, single, double, destrosa <p>Tango</p> <ul style="list-style-type: none"> • 3-4 counts (side-step, rock step, directional, traveling maracas) <p style="text-align: center;">Knowledge</p> <p>Combination of movement patterns into a smooth, flowing sequence coordinated with music rhythm.</p> <p>Varieties of simple dance sequences/styles to music or rhythm as an individual, with a partner or in a group. These may include:</p> <p>Specialized locomotor and non-locomotor skills in performance.</p> <p>Basic counting to keep rhythm and pace.</p> <p>Apply basic principles of training and appropriate guidelines to exercise to improve immediate and long-term physical fitness.</p> <p>Appropriate etiquette and hygiene practices /clean equipment</p> <p>Hydration and basic nutritional</p>	
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Suggested MP - 1-4	Aquatics	2.2.12.MSC.2	<p style="text-align: center;">Skills/Tactics</p> <p>Strokes</p> <ul style="list-style-type: none"> ● Front Crawl <ul style="list-style-type: none"> ○ Body horizontal ○ Face in water and eyes downward ○ Head leads movement and turns to take a breath only ○ Leg kick small and consistent from hips ○ Relaxed knees and ankles ○ On arm stroke, use continuous arm action with fingers leading entry into water. ○ Elbow bends and leads upwards ○ Opposite arm pulls down and back towards hip ● Back Crawl <ul style="list-style-type: none"> ○ Body position- is parallel to water- head controls direction ○ Nose pointing upwards ○ Shoulders rolled forward, making your back curved like a boat in the water ○ Kicking with feet making small bubbles in the water ○ Kick with one shoulder up for 3-10 kicks, then switch to the other shoulder up. Repeat. Repeat. ● Side ● Breaststroke <p>Diving</p> <ul style="list-style-type: none"> ● Pike Position ● Kneeling <p style="text-align: center;">Knowledge</p> Principles of Hydrodynamics Safe use of the diving boards Water Safety Treading water Dive/retrieve Basic rescue techniques	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> ● Skills test ● Pedometers for activity level <p><u>Cognitive</u></p> <ul style="list-style-type: none"> ● Quizzes ● Unit Exam ● Exit Slip ● Assignment <p><u>Affective</u></p> Rubrics for: <ul style="list-style-type: none"> ● Attendance ● Attitude ● Behavior ● Fair play ● Cooperation <p><u>Benchmark Questions:</u></p> <ol style="list-style-type: none"> 1. Briefly describe the stroke <ul style="list-style-type: none"> ● What does the person's body look like? ● Are they on their back? Stomach? Side? ● What kick are they using? ● What are their arms doing? 2. What are the principles of hydrodynamics? 3. What are the differences between a front crawl vs. back crawl?
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				<p>4. What are the basic rescue techniques?</p> <p>5. Describe the pike position when diving into the pool?</p>
Suggested MP - 1, 4	Backyard Games	2.2.12.MSC.1 2.2.12.MSC.5	<p>Following games could be offered: Cornhole/Baggo Poleish Frisbee Spike Ball Bocce Ball- "Urban set" Ladderball Horseshoes KanJam</p> <p style="text-align: center;">Skills/Tactics</p> <p>Aiming / Scoring</p> <ul style="list-style-type: none"> ● Pendulum Arm Swing ● (Stance, Hand positioning, Arm Swing, Target, Follow Through) ● Frisbee Throw ● (Grip, Stance, Arm Positioning, Arm Swing, Target, Follow Through) ● Overhand Smash/Spike ● (Stance, Arm Positioning, Target, Follow Through) ● Laying up ● Open board scoring <p>Defending the "goal" Catching</p> <ul style="list-style-type: none"> ● Frisbee- Alligator (two hand clapping) ● Balls- Thumbs together, fingers to the sky ● Swatting <p>Positioning</p> <ul style="list-style-type: none"> ● Base/stance, footwork (not crossing feet) <p style="text-align: center;">Knowledge</p> <p>Understanding basic rules and safety of the game-</p> <p>Rules</p>	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> ● Skills test ● Pedometers for activity level <p><u>Cognitive</u></p> <ul style="list-style-type: none"> ● Quizzes ● Unit Exam ● Exit Slip ● Assignment <p><u>Affective</u> Rubrics for:</p> <ul style="list-style-type: none"> ● Attendance ● Attitude ● Behavior ● Fair play ● Cooperation <p><u>Benchmark Questions:</u></p> <p>Cornhole/Baggo</p> <ul style="list-style-type: none"> ● How many points is getting the corn bag in the hole worth? <p>Polish Horseshoes</p> <ul style="list-style-type: none"> ● The objects Point System for poleish frisbee:

			<p>Cornhole/Baggo</p> <ul style="list-style-type: none"> ● Throwing boundary line ● Scoring (3 points in the hole, 1 point on the board) <p>Poleish Frisbee</p> <ul style="list-style-type: none"> ● Throwing boundary line ● Scoring (Bottle on ground= 2pts, Frisbee = 1pt) ● Defending (cannot touch Frisbee before line) ● Must be a catchable Frisbee to score points <p>Spike Ball</p> <ul style="list-style-type: none"> ● Starting gameplay ● Maximum of 3 of hits per possession ● Must use 2 hits minimum on serve return ● May only use one hand at a time <p>Bocce Ball-”Urban set”</p> <ul style="list-style-type: none"> ● Throwing boundary line ● Knocking ● Closet ball scores ● Multiple points <p>Ladderball</p> <ul style="list-style-type: none"> ● Throwing Boundary Line ● Scoring ● Multiple scores <p>Horseshoes</p> <ul style="list-style-type: none"> ● Throwing boundary line ● Scoring (Ringer- 6 points, Leaner- 2 points, horseshoe distance- 1 point) <p>KanJam</p> <ul style="list-style-type: none"> ● Throwing boundary line ● Scoring 	<p>Dropped Disc = ___ Point Dropped Bottle = ___ Points Dropped Disc & Bottle = ___ Points</p> <p>Spike Ball:</p> <ul style="list-style-type: none"> ● Players have up to ___ alternating touches to return the ball to the net <p>Bocce Ball- ”Urban set”</p> <ul style="list-style-type: none"> ● True/False the team with the bocce closest to the pallino wins the frame. <p>Ladderball</p> <ul style="list-style-type: none"> ● What are the Ladder Ball Points? Top rung is worth ___ points. Middle rung is ___ points. Bottom rung is worth ___ point. <p>Horseshoes</p> <ul style="list-style-type: none"> ● True/False A ringer must NOT touch any part of the stake. <p>KanJam</p> <ul style="list-style-type: none"> ● What happens when you throw a frisbee into the slot?
Suggested MP - 2, 3	Pickleball	2.2.12.MSC.1 2.2.12.MSC.2 2.2.12.MSC.4	<p style="text-align: center;">Skills/Tactics</p> <p>Skills: Holding the Paddle- Use a loose or relaxed grip (squeezing paddle).</p> <ul style="list-style-type: none"> ● Helps generate more power and flexibility ● Grips- 	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> ● Skills test ● Pedometers for activity level

			<ul style="list-style-type: none"> ● Continental (similar to holding a hammer) - Shaking hands with the paddle <ul style="list-style-type: none"> ○ Wrist behind the ball. Use for both forehand and backhand. ● Western Grip - Hand to the back of the paddle like swatting a fly, difficult for backhand <ul style="list-style-type: none"> ○ V on paddle, slide hand down from the paddle. ● Ready Position - Feet shoulder width with knees bent, paddle up, head up <p>Setting up to attack Forehand Stroke- Same side of your body as your dominant hand</p> <ul style="list-style-type: none"> ● Always start from a ready position ● Move the paddle back in anticipation of the Forehand stroke ● Turn your shoulders and hips toward the sideline ● Continue the backswing of the paddle until it is pointing directly ● Shift your weight from your rear foot to your front foot ● Follow through by allowing your swinging arm to continue through toward the target. <p>Backhand- Keep your grip loose</p> <ul style="list-style-type: none"> ● Step with paddle foot in front of body ● Right shoulder pointing to target ● Bottom of handle to ball ● Extend left hand ● Lifting the ball low to high ● Contact out in front, long follow through <p>Serve-</p> <ul style="list-style-type: none"> ● Underhand arc, below waist. One foot in play, the other out. ● Smooth motion with face of paddle towards court. 	<p><u>Cognitive</u></p> <ul style="list-style-type: none"> ● Quizzes ● Unit Exam ● Exit Slip ● Assignment <p><u>Affective</u> Rubrics for:</p> <ul style="list-style-type: none"> ● Attendance ● Attitude ● Behavior ● Fair play ● Cooperation <p>Pedometers for:</p> <ul style="list-style-type: none"> ● Activity level <p><u>Benchmark Questions:</u></p> <ol style="list-style-type: none"> 1. In pickleball when is the only time you are allowed to step in the kitchen? 2. Describe the double/two bounce Pickleball rule. 3. Pickleball is a combination of which three sports? 4. A Pickleball game is played to _____ points? 5. True/False Hitting the ball more than once in play is a fault. 6. True/False On the serve, the
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			<ul style="list-style-type: none"> ● Must be served to diagonally and inside service box on court <p>Winning the point</p> <p>Smash-</p> <ul style="list-style-type: none"> ● Move under shuttle ● Raise non-dominant elbow ● Make contact at highest point ● Flick wrist above head ● Return to base <p>Volley Shot-</p> <p>Body positioned near the front court and if playing as a single, in the middle of the court.</p> <p>Types:</p> <ul style="list-style-type: none"> ● Reactive Hit- no follow through, paddle in front protecting your body, rebounding the ball with a flat shield. ● Backhand volley push shot - dominant arm crosses body, paddle face open at contact, paddle moves high to low ● Backhand volley top spin shot - dominant arm crosses body, paddle face flat at contact, low to high swing path, flick of wrist over paddle giving top spin <p style="text-align: center;">Tactics:</p> <p>Singles Play</p> <ul style="list-style-type: none"> ● Out rally opponent: making the opponent make the mistake. Trying to avoid unforced errors. ● Hit to opponents weakness: Continually send the ball to opponents weak abilities/shots ● Move opponent: Hit shots where the opponent is not, making them move to try and make them make a mistake. <p>Doubles Play</p> <ul style="list-style-type: none"> ● Take over the net: ● Moving side-to-side at the net: Opponent will not know where to hit, and provide more opportunities 	<p>double-bounce rule is when the receiving team must let the ball bounce once before returning the ball and the serving team must let the ball bounce once before returning the ball.</p>
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			<p>for a smash return. Teammate moves opposite location, compared to net teammate.</p> <ul style="list-style-type: none"> ● Hit shot to opponents feet: Difficult for net player ● Hit shots to middle of the court ● Hit shots to weaker player & backhand <p><u>Knowledge/Concepts/Rules</u></p> <ul style="list-style-type: none"> ● The ball is served diagonally (starting with the right-hand service-square) ● Points can only be scored by the side that serves. <p>(Two Bounce rule)</p> <ul style="list-style-type: none"> ● Players on each side must let the ball bounce once before volleys are allowed ● When the ball is served, the receiving team must let it bounce before returning, and then the serving team must let it bounce before returning, thus two bounces. ● After the ball has bounced once in each team's court, both teams may either volley the ball (hit the ball before it bounces) or play it off a bounce (ground stroke). ● The double bounce rule eliminates the serve and volley advantage and extends rallies. ● There is a seven-foot no-volley zone (aka "kitchen") on each side of the net, to prevent "spiking." ● The server continues to serve, alternating service courts, until he or she faults ● The first side scoring eleven points and leading by at least two points wins. ● The serve must clear the seven-foot non-volley-zone in front of the net and land in the diagonal service court. ● Serves should always be done underhand with the paddle below the waist ● The server must keep both feet behind the back line when serving ● The ball should be hit into the air without being bounced 	
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Suggested MP - 2, 3	Weight Training	<p>2.2.12.PF.1 2.2.12.PF.3 2.2.12.PF.4 2.2.12.PF.5 2.2.12.LF.1</p>	<p>Ability to perform a multitude of resistance training exercises in the following modalities:</p> <ul style="list-style-type: none"> ● Stability balls ● Tubing ● Resistance bands ● Exercise machines ● Barbells ● Dumbbells ● Body weight ● <p>Execute appropriate exercises that align to personal goals.</p> <p>Work in either circuit training, power, or hypertrophy fitness tracks.</p> <p>Perform multi-joint and single-joint dumbbell and barbell strength exercises with proper techniques.</p> <p>Ability to complete abdominal and lower back strengthening exercises with proper techniques.</p> <p>Demonstrate common body weight exercises.</p> <p>Performs different types of stretching exercises with proper technique (e.g., static, dynamic, isometric, proprioceptive neuromuscular facilitation [PNF]).</p> <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> ● Identify major muscle groups in the body and exercises that enhance each. ● Necessary spotting techniques ● List different types of stretching exercises, best-practices, techniques and health benefits (e.g., static, dynamic, isometric, proprioceptive neuromuscular facilitation [PNF]). ● Explain key resistance training vocabulary and terminology. ● Describe macronutrients, performance-enhancing drugs or supplements, and basic understanding of 	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> ● Skills test ● Pedometers for activity level <p><u>Cognitive</u></p> <ul style="list-style-type: none"> ● Quizzes ● Unit Exam ● Exit Slip ● Assignment <p><u>Affective</u></p> <p>Rubrics for:</p> <ol style="list-style-type: none"> 1. Attendance 2. Attitude 3. Behavior 4. Fair play 5. Cooperation <p><u>Benchmark Questions:</u></p> <ol style="list-style-type: none"> 1. What is the difference between muscular strength and muscular endurance? 2. True/False. Being flexible allows for easier movement and can prevent injury. 3. What is the ratio of lean body mass to body fat called? 4. A single lift of weights is called? 5. What lift is best for improving strength/muscular endurance in the pectoral muscles?
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			<p>nutritional aspects that can affect fitness performance and results.</p> <ul style="list-style-type: none"> • Describe proper breathing techniques, exercises cadence, and exercises for work of specific muscles and goals. • Relates physiological responses to individual levels of fitness and nutritional balance. • Explain appropriate use of rest, sets and repetitions as they align to fitness goals. 	
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Advanced Physical Education

<p>GOAL: Build and advance students’ sports skills and knowledge, safety, and improve peer-to-peer communication to elevate their confidence, and future participation in physical activity.</p>	
<p style="text-align: center;">ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> • Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity. • Individual and team execution requires interaction, respect, effort, and positive attitude. • The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance. 	<p style="text-align: center;">ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What different ways can the body move given a specific purpose? • How can I move effectively and efficiently? • How does feedback and interaction from others (e.g., teammates, opponents, referee’s, and coaches) affect my performance? • Where can I get active and participating in one or more of the offered sports and activities? • When not given all equipment or game numbers what sort of modification of rules and gameplay can be implemented to stay engaged?

Course Description:

This course offers students with an advanced sport experience in dual, team, and individual sports aiming to increase students’ awareness and

literacy of sport. Emphasis will be placed on acquiring specialized sport skills, tactics, and appropriate decision-making during modified gameplay. Further, students will gain historical, societal, and cultural understandings and experience in various different roles found in sport (i.e., player, coach, fitness instructor, referee, sports photographer, statistician).

Course Outcomes/Objectives:

- Utilize and develop correct techniques of most sport skills and effectively apply in competitive gameplay.
- Knowledge on the key features of the game or activity (e.g., rules, techniques, tactics, team strategies, history, traditions, etiquette).
- Accumulate high physical activity in and out of class.
- Demonstrate beginning knowledge and performance in other teams and specialized sport-related roles (officiating, scorekeeping, team managing, coach, fitness coach).
- Understanding and demonstrating behavior that is consistent with good sportsmanship.
- Demonstrate knowledge of general safety.
- Self-efficacy and enjoyment to engage in a specific activity.

Enrollment:

- Juniors
- Seniors

Units:

Individual, dual, and team sport units. Lasting three weeks each.

Length/Duration of Units:

One marking period

The following can be selected and implemented in this course:

Invasion	Net/Wall Games	Striking/Fielding	Individual
Football	Volleyball	Softball/Kickball	Aquatics
Speedball	Badminton	Cricket	Backyard Games
Rugby	Pickleball		Golf
Ultimate Frisbee	Racquetball		
Floor Hockey			
Tchoukball			
Basketball			
Lacrosse			
Soccer			

*Cannot select more than 2 units from one category in a marking period.

* Each unit contains 10-15 minutes of a fitness segment each lesson. Students continue to build their personal fitness & fitness knowledge.

Timeline	Unit Type	Standards	Instructional Objectives (Skills, Tactics, Rules, Concepts)	Assessment Methods
Suggested MP - 1, 4 3 Weeks	Football	2.2.12.MSC.2 2.2.12.MSC.4 2.2.12.MSC.5 2.2.12.LF.5	<p style="text-align: center;">Skill/Tactics</p> <p>Review and continued mastery of basic skills from the Traditional PE course and the following new skills:</p> <p>Maintaining possession</p> <p>Center Snapping</p> <ul style="list-style-type: none"> ● one/two hands on the ball. keep ball still ● on QB's signal, shovel/toss ball to them ● follow through towards QB <p>Blocking</p> <ul style="list-style-type: none"> ● position yourself in front of opponent ● feet a little wider than shoulder width apart, knees bent ● hands at side/behind back ● shuffle feet side to side, following defender <p>Shovel passing (option pitching)</p> <ul style="list-style-type: none"> ● grip end of ball ● step and push/flick ball with dominant foot/hand ● follow through towards target ● must be backwards <p>Advancing the ball</p> <ul style="list-style-type: none"> ● Route Running- Slant, Hook, Drag ● Combination Routes ● Designing plays ● Punting <p>Defending space</p> <p>Rushing/Blitzing the QB</p> <ul style="list-style-type: none"> ● dominant foot forward, weight leaning forward ● wait for ball to be snapped ● sprint around blocker, using cuts, zigs, zags, spins, etc. 	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> ● Skills test ● Pedometers for activity level <p><u>Cognitive</u></p> <ul style="list-style-type: none"> ● Quizzes ● Unit Exam ● Exit Slip ● Assignment <p><u>Affective</u></p> <p>Rubrics for:</p> <ul style="list-style-type: none"> ● Attendance ● Attitude ● Behavior ● Fair play ● Cooperation

			<p>Zone coverage</p> <ul style="list-style-type: none"> ● Cover 4, 3, 2, 1 etc ● know your space/area/zone before the snap ● backpedal with your eyes on the QB ● be aware of opponents entering your “zone” ● communicate with teammates ● “break” on ball that is thrown into your zone <p>Winning the ball</p> <p>Breaking on the ball (intercepting)</p> <ul style="list-style-type: none"> ● anticipate ball / opponent in your area ● eyes on QB / ball ● attack ball at highest point ● knock ball down if you cannot catch it <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> ● Understanding advanced rules and safety of the game- <ul style="list-style-type: none"> ○ Offensive positioning (C, OL) ○ Defensive positioning (DL, LB) ○ Roles and Responsibilities ○ Penalties (i.e., pass interference, false start, catching w/ two feet and one foot in bounds) ○ Rushing and sacking the QB ○ Blocking and use of hands ○ Flag guarding or illegal contact ○ Safeties ○ Shovel passing ○ Scoring system ● Understand and experience additional roles- <ul style="list-style-type: none"> ○ Referee ○ Coach ○ Fitness Coach ○ Statistician ● Understand how the force of the body affects various objects, moves, plays, and outcomes. 	
Suggested MP - 2, 3 3 Weeks	Speedball	2.2.12.MSC.2 2.2.12.MSC.4 2.2.12.MSC.5	<p style="text-align: center;">Skill/Tactics</p> <p>Review and continued mastery of basic skills from Traditional PE course and the following new skills:</p>	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> ● Skills test

			<p>Maintaining possession Dribbling for control (hand and feet)</p> <ul style="list-style-type: none"> ● Hand: Keep ball at waist level, use finger pads. ● Feet: Use inside of foot or top of foot, keep ball close. <p>Opening passing lanes (on-the-ball movement)</p> <p>Off-the-ball support and moving to get open</p> <ul style="list-style-type: none"> ● Finding open space on the field to create more passes. <p>Passing-Short and Long</p> <ul style="list-style-type: none"> ● Bounce: Bring ball to chest with hands, bounce on floor to teammate. ● Chest: Bring ball to chest with hands and throw ball to teammates chest. ● Kicking: Using the inside of your foot to pass to a partner. Follow through once the ball has been kicked. ● Overhead: Using your hands, bring the ball above your head. Bend your elbows and throw to your teammate. <p>Transitioning ball from ground to hand</p> <ul style="list-style-type: none"> ● Using your dominant foot, lift the ball up with the tip of your foot to a teammate. Your teammate can then use their hands. <p>Attacking the goal</p> <ul style="list-style-type: none"> ● Shooting (standing, vertical shots, jump shots) ● Shooting (kicking): Use the inside of your foot to strike the ball. Follow through after the ball has been kicked. ● Team advantage strategies (opponent down a player = In penalty box) <p>Defending Space Marking, pressuring, & covering</p> <p>Defending the goal Goalkeeping-positioning Making saves Distributing</p> <p>Winning the ball (Restarting Play) Jump balls, block, interception</p>	<ul style="list-style-type: none"> ● Pedometers for activity level <p><u>Cognitive</u></p> <ul style="list-style-type: none"> ● Quizzes ● Unit Exam ● Exit Slip ● Assignment <p><u>Affective</u> Rubrics for:</p> <ul style="list-style-type: none"> ● Attendance ● Attitude ● Behavior ● Fair play ● Cooperation
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			<p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> ● Understand how the force of the body affects various objects, moves, plays, and outcomes. ● ● Understanding advanced rules and safety of the game- <ul style="list-style-type: none"> ○ Scoring system (kick = 3pts, throw = 2pt, catch over end line = 1pt) ○ Boundaries ○ Positions (Goalie, Center, Right Wing, Left Wing, Defensive Back) ○ Roles and responsibilities per position ○ Picking up ball from ground ○ Goalie play- staying on their half court, must dribble to move with the ball, ○ Fouls/Penalties- Goal box = Penalty kick ○ Traveling ○ Red cards = sitting out ○ ● Understand and experience additional roles in speedball- <ul style="list-style-type: none"> ○ Referee ○ Coach ○ Fitness Coach ○ Statistician 	
Suggested MP- 1, 4 3 Weeks	Rugby	2.2.12.MSC.2 2.2.12.MSC.4 2.2.12.MSC.5	<p style="text-align: center;">Skill/Tactics</p> <p>Review and continued mastery of basic skills from Traditional PE course and the following new skills:</p> <p>Maintaining Possession</p> <p>Protecting the ball</p> <ul style="list-style-type: none"> ● High and tight ● Away from defender <p>Snapping</p> <ul style="list-style-type: none"> ● Two hands, ball on ground ● Quick underhand “pitch” to teammate <p>Advancing the ball</p> <p>Punting</p>	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> ● Skills test ● Pedometers for activity level <p><u>Cognitive</u></p> <ul style="list-style-type: none"> ● Quizzes ● Unit Exam ● Exit Slip ● Assignment <p><u>Affective</u></p> <p>Rubrics for:</p> <ul style="list-style-type: none"> ● Attendance

			<ul style="list-style-type: none"> ● eye on ball ● kick through the ball ● leg follow through high and towards target ● punt away from defense, to open space <p>Fake Pass</p> <ul style="list-style-type: none"> ● eye/head fake ● quick hands ● plant and go <p>Drawing the Defender</p> <ul style="list-style-type: none"> ● look for open space ● be ready for contact ● be ready to pass last second <p>Looping Moves</p> <ul style="list-style-type: none"> ● communicate with teammates / eye contact ● 5-10 feet behind teammate ● running opposite direction, hands up ready for pass <p>Communication</p> <ul style="list-style-type: none"> ● loud and clear ● eye contact ● confidence <p>Defending Space</p> <p>1v1 Defending</p> <ul style="list-style-type: none"> ● low and athletic stance ● watch hips <p>Communication</p> <ul style="list-style-type: none"> ● loud and clear <p>Punting / Clearing Strategy</p> <ul style="list-style-type: none"> ● see open space ● cover punt <p>Restarts (infield)</p> <p>Scrum</p> <ul style="list-style-type: none"> ● low drive <p>Line Out</p> <ul style="list-style-type: none"> ● high pass ● catch at highest point 	<ul style="list-style-type: none"> ● Attitude ● Behavior ● Fair play ● Cooperation
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Knowledge

			<ul style="list-style-type: none"> ● Understanding advanced rules and safety of the game- <ul style="list-style-type: none"> ○ Boundary Lines- Ball or body touches ○ Starting the game ○ In-Game restarts (players must retreat immediately when play stops, tap backs, free pass) ○ Ball movement- No forward passing ○ Scoring a “Try” (Ball must be “touched” to the ground not spiked over the goal line) ○ Game Start (Punt off) ○ Boundary Lines (Ball or body touches the line, restart with a Line outs) ○ No Contact (With use of flags) ○ Controlled two-hand touch (Pushing motion is illegal) ○ Teams must retreat immediately when play stops ○ Maintain safe distance when kicking/ punting the ball ● ● Understand and experience additional roles- <ul style="list-style-type: none"> ○ Referee ○ Coach ○ Fitness Coach ○ Statistician ○ ● Understand how the force of the body affects various objects, moves, plays, and outcomes. 	
Suggested MP - 1, 4 3 Weeks	Ultimate Frisbee	2.2.12.MSC.2 2.2.12.MSC.4 2.2.12.MSC.5 2.2.12.LF.5	<p style="text-align: center;">Skill/Tactics</p> <p>Review and continued mastery of basic skills from Traditional PE course and the following new skills:</p> <p>Maintaining possession of the ball</p> <p>Throwing (long)</p> <ul style="list-style-type: none"> ● Proper grip ● “Crow hop” ● Flick wrist and follow through towards target <p>Lead, back, and curve throws</p> <ul style="list-style-type: none"> ● Communicate with teammate ● Eyes scanning field 	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> ● Skills test ● Pedometers for activity level <p><u>Cognitive</u></p> <ul style="list-style-type: none"> ● Quizzes ● Unit Exam ● Exit Slip ● Assignment <p><u>Affective</u></p>

		<ul style="list-style-type: none"> ● Anticipate <p>Other throws: Hammer, sidearm</p> <ul style="list-style-type: none"> ● See open space ● “Football throw” <p>Pivoting / Faking</p> <ul style="list-style-type: none"> ● Low and wide / athletic ● Strong wrist ● Head and eye fakes <p>Creating space in attack</p> <p>Cutting</p> <ul style="list-style-type: none"> ● see open space <p>Picks</p> <ul style="list-style-type: none"> ● communicate with teammate ● get to spot ● maintain position ● be prepared for contact <p>Give-and-go</p> <ul style="list-style-type: none"> ● communicate ● good pass to teammate ● plant and go to open space ● hands up ready to catch <p>Defending space</p> <p>Marking</p> <ul style="list-style-type: none"> ● low and athletic ● see defender <p>Intercepting</p> <ul style="list-style-type: none"> ● locate frisbee ● anticipate ● grab at highest point <p>Double team</p> <ul style="list-style-type: none"> ● communicate with teammate ● bracket opponent ● hands high and wide <p>Zone defense</p> <ul style="list-style-type: none"> ● know zone before play ● communicate with teammates ● eyes on frisbee and opponents 	<p>Rubrics for:</p> <ul style="list-style-type: none"> ● Attendance ● Attitude ● Behavior ● Fair play ● Cooperation
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			<ul style="list-style-type: none"> ● read and react in zone <p style="text-align: center;">Knowledge</p> <p>Understand how the force of the body affects various objects, moves, plays, and outcomes.</p> <ul style="list-style-type: none"> ● Understanding advanced rules and safety of the game- <ul style="list-style-type: none"> ○ Initiating play or “pulling” ○ Substitutions ○ Intentional fouls ○ Overtime rules ○ In and out of bounds catching ○ Pivot foot ○ Stall count and marking within 10 feet ○ Penalties- Traveling, Fast counting, Double teaming, Disc space, Strip, Pick ○ Acts of unsportsmanlike conduct ● Understand and experience additional roles- <ul style="list-style-type: none"> ○ Referee ○ Coach ○ Fitness Coach ○ Statistician 	
Suggested MP - 2, 3 3 Weeks	Floor Hockey	2.2.12.MSC.2 2.2.12.MSC.4 2.2.12.MSC.5	<p style="text-align: center;">Skill/Tactics</p> <p>Review and continued mastery of basic skills from Traditional PE course and the following new skills:</p> <p>Maintaining possession Supporting the puck carrier (v cuts)</p> <ul style="list-style-type: none"> ● V cuts: Move away from the puck and then cut back fast and hard. <p>Maintaining possession w/ support player Passing (Long)</p> <ul style="list-style-type: none"> ● Proper grip ● Athletic stance 	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> ● Skills test ● Pedometers for activity level <p><u>Cognitive</u></p> <ul style="list-style-type: none"> ● Quizzes ● Unit Exam ● Exit Slip ● Assignment <p><u>Affective</u> Rubrics for:</p>

			<ul style="list-style-type: none"> ● Give and go: One player will pass the puck, then drive to the net or open space, while the other teammate passes the puck to the original player. <p>One time passes</p> <p>Using space in attack</p> <ul style="list-style-type: none"> ● Timing runs to goal ● Width-Dribbling, Crossing ● Depth-Shielding ● Overlapping ● Crossing <p>Defending Space</p> <p>Clearing the puck</p> <ul style="list-style-type: none"> ● Getting the puck out of your zone to prevent your opponents from scoring <p>Body positioning</p> <ul style="list-style-type: none"> ● Defensive Positioning: maintain your body position on the side of the attacking player closest to the net ● Net side positioning: maintain your body position on the side of the attacking player closest to the net <p>Pressuring to outside</p> <ul style="list-style-type: none"> ● Force your opponent to the outside. It allows your teammates to better read the play. <p>Zone Coverage</p> <p>Man to Man</p> <p>Defending the goal</p> <p>Goalkeeping- Leaving net</p> <ul style="list-style-type: none"> ● A goalie can be pulled for an extra attacker in order to have a better chance at scoring. <p>Glove saving</p> <p>Distributing</p> <p>Holding/corralling puck</p> <p>Winning the puck</p> <ul style="list-style-type: none"> ● Faceoff, block, poke, save 	<ul style="list-style-type: none"> ● Attendance ● Attitude ● Behavior ● Fair play ● Cooperation
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			<p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> ● Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. ● Understand how the force of the body affects various objects, moves, plays, and outcomes. ● Understanding advanced rules of the game- <ul style="list-style-type: none"> ○ Restarting location based on out-of-boundaries or fouls ○ Off-sides ○ Players & Positioning ○ Roles and responsibilities per position ○ Formations ○ Tactics ○ Defending one on one ○ Defending an opponent in the defensive corner ○ Two on one attacks ● Understand and experience additional roles- <ul style="list-style-type: none"> ○ Referee ○ Coach ○ Fitness Coach ○ Statistician 	
Suggested MP - 2, 3 3 Weeks	Basketball	2.2.12.MSC.2 2.2.12.MSC.4 2.2.12.MSC.5	<p style="text-align: center;">Skill/Tactics</p> <p>Review and continued mastery of basic skills from Traditional PE course and the following new skills:</p> <p>Maintaining possession of the ball w/ support player Lead pass</p> <ul style="list-style-type: none"> ● Eye contact with teammate ● Receiver has hand out (target) 	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> ● Skills test ● Pedometers for activity level <p><u>Cognitive</u></p> <ul style="list-style-type: none"> ● Quizzes ● Unit Exam

			<ul style="list-style-type: none"> ● See the open space ● Chest/bounce pass ahead of teammate <p>Fake and replace</p> <ul style="list-style-type: none"> ● Show hands high ● Eye contact with teammate ● Run and jab towards space ● Sprint towards empty space <p>Dribble moves (crossover, in & out, hesitate)</p> <ul style="list-style-type: none"> ● Low and athletic ● Change speed and direction ● Head and eye fakes ● Low and controlled <p>Attacking basket</p> <p>Ball fake</p> <ul style="list-style-type: none"> ● Short and quick ● Head and eye movement ● Keep feet on ground <p>Pivot</p> <ul style="list-style-type: none"> ● Low and wide stance ● Strong hands and arms protecting ball ● Jab at defender to create space <p>Outlet pass</p> <ul style="list-style-type: none"> ● Secure rebound at highest point ● Communicate with teammate (Outlet!) ● Eye contact - make good hard crisp pass. should be over head most likely <p>Fast break</p> <ul style="list-style-type: none"> ● Pass/dribble quickly ahead ● Eyes up to see teammates <p>Creating space to attack</p> <p>L-cut</p> <ul style="list-style-type: none"> ● Take defender in ● Plant inside foot and pop towards open space at 90 degree angle ● Hands ready for pass <p>V-cut</p> <ul style="list-style-type: none"> ● Take defender in 	<ul style="list-style-type: none"> ● Exit Slip ● Assignment <p><u>Affective</u> Rubrics for:</p> <ul style="list-style-type: none"> ● Attendance ● Attitude ● Behavior ● Fair play ● Cooperation
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			<ul style="list-style-type: none"> ● Plant inside foot and pop towards open space at 45 degree angle ● Hands ready for pass <p>Pick on the ball</p> <ul style="list-style-type: none"> ● Communicate / eye contact with teammate ● Move towards ball handler, giving them space ● Firm stance, ready for contact <p>Pick away from the ball</p> <ul style="list-style-type: none"> ● Communicate / eye contact with teammate ● Move towards space ● Firm stance, ready for contact <p>Ball movement</p> <ul style="list-style-type: none"> ● Crisp quick passing ● Cutting to open space ● Dribble to open space ● Communication ● Replacing space <p>Zone offense (1-3-1)</p> <ul style="list-style-type: none"> ● Know your “spot” before play ● Move in and out of open space within your zone ● Hands up ready for a pass ● Communicate / eye contact with teammates ● Be ready to shoot, pass, dribble when you receiving ball <p>Using space in attack</p> <p>Man-to-man offense</p> <ul style="list-style-type: none"> ● Cut and move to open space ● Dribble / pass to open space ● Triple thread ● Ball screen and screens away from the ball ● Be ready to pass, shoot, dribble <p>Pick and roll</p> <ul style="list-style-type: none"> ● Ball screen ● After contact, open up to ball handler ● Cut towards basket showing lead hand (target) <p>Defending space</p> <p>Moving around picks and screens</p> <ul style="list-style-type: none"> ● Low and athletic defensive stance 	
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			<ul style="list-style-type: none"> ● Communicate with teammates ● Prepare for contact ● Spacing on and off ball will help not to get stuck <p>Zone defense (2-1-2)</p> <ul style="list-style-type: none"> ● Know your zone before gameplay ● Hands up and keep feet moving in your area ● Move with the ball, every pass and dribble ● Cut off opponents that get in your zone ● Secure rebound after missed shot <p>Moving as a team</p> <ul style="list-style-type: none"> ● “Attached by string” ● Spacing and communication are keys <p>Communication</p> <ul style="list-style-type: none"> ● Loud and clear...concise ● Comfortable with team ● Listen and look for non-verbal <p>Player responsibility</p> <ul style="list-style-type: none"> ● Know your roll ● Play to your strengths ● Hustle <p>Winning the ball</p> <p>Defense on-the-ball</p> <ul style="list-style-type: none"> ● Low and athletic defensive stance ● In between ball and basket ● Active hands <p>Defense off-the-ball</p> <ul style="list-style-type: none"> ● In between ball and opponent ● Peripheral vision - see ball and opponent ● Communicate with team ● Anticipate opponents movement <p>Transition defense to offense</p> <ul style="list-style-type: none"> ● Make sure ball is secured ● Pass/dribble up court ● Outlet pass if you can ● Fast break if possible <p>Follow the shot</p> <ul style="list-style-type: none"> ● Anticipate a missed shot ● Read ball off the rim/backboard 	
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			<p>Box out</p> <ul style="list-style-type: none"> ● Low stance, back to opponent ● Hands out wide ● Butt out into opponent ● Drive opponent back ● Locate ball ● Attack ball <p>Restarting play</p> <ul style="list-style-type: none"> ● Jump ball -Offense and defense positions ● Inbound pass- Designed Plays ● Foul shot- Positioning, Rebounding, Guarding <p style="text-align: center;">Knowledge</p> <p>Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</p> <p>Understand how the force of the body affects various objects, moves, plays, and outcomes.</p> <ul style="list-style-type: none"> ● Understanding advanced rules of the game <ul style="list-style-type: none"> ○ Over and back ○ Positions (guard, forward, center) ○ 3 seconds, 5 seconds, 10 seconds ○ Foul out ○ Jump ball ○ Charge/block ● Understand and experience additional roles <ul style="list-style-type: none"> ○ Referee ○ Coach ○ Fitness Coach ○ Statistician 	
Suggested MP - 1, 4 3 Weeks	Lacrosse	2.2.12.MSC.2 2.2.12.MSC.4 2.2.12.MSC.5	<p style="text-align: center;">Skill/Tactics</p> <p>Maintaining possession of the ball Cradling (protecting the ball)</p>	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> ● Skills test

			<ul style="list-style-type: none"> ● Dominant hand high, weak hand low ● Keep stick up right ● Op in top had back and forth, keeping ball in mesh <p>Passing (throwing/catching) – long, short, back</p> <ul style="list-style-type: none"> ● Dominant hand high, weak hand low ● Head back by ear, hands high ● Step towards target with opposite foot ● Pull with bottom hand, push with top hand ● Follow through towards target <p>Scooping</p> <ul style="list-style-type: none"> ● Dominant hand high, weak hand low ● Bottom hand low ● Scoop through ball <p>Changing hand while running</p> <ul style="list-style-type: none"> ● Dominant hand high, weak hand low ● Bring low hand high, make switch with hands, bring high hand low ● Switch stick to other side of body <p>Attacking the goal</p> <p>Shooting</p> <ul style="list-style-type: none"> ● Dominant hand high, weak hand low ● Bring hands closer together for more power ● Head back by ear, hands high ● Eyes on target ● Step towards target with opposite foot ● Pull with bottom hand, push with top hand ● Follow through towards target <p>Dodging</p> <ul style="list-style-type: none"> ● Set opponent up ● Change speed, direction, hands, etc. <p>Cutting</p> <ul style="list-style-type: none"> ● See open space ● Eye contact with teammate ● Stick up giving a good target <p>Shot fakes</p> <ul style="list-style-type: none"> ● Quick wrists ● Control ball in mesh <p>Feeding cutter</p>	<ul style="list-style-type: none"> ● Pedometers for activity level <p><u>Cognitive</u></p> <ul style="list-style-type: none"> ● Quizzes ● Unit Exam ● Exit Slip ● Assignment <p><u>Affective</u></p> <p>Rubrics for:</p> <ul style="list-style-type: none"> ● Attendance ● Attitude ● Behavior ● Fair play ● Cooperation
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			<ul style="list-style-type: none"> ● Eyes up ● Put ball on teammates stick <p>Using space in attack</p> <p>Timing/cuts</p> <ul style="list-style-type: none"> ● Communicate with teammates ● Stick up ready to catch ● See open space <p>Give and go</p> <ul style="list-style-type: none"> ● Good pass to teammate ● Cut to net/open space ● Stick up ready giving good target <p>Using width and depth</p> <ul style="list-style-type: none"> ● Understand space <p>Picks</p> <ul style="list-style-type: none"> ● Get to spot ● Maintain position ● Prepare for contact <p>Defending space</p> <p>Marking/denying</p> <ul style="list-style-type: none"> ● Stay with opponent ● Stick in passing lane <p>Interception</p> <ul style="list-style-type: none"> ● Anticipate ● See ball and defender ● React quickly <p>Sliding</p> <ul style="list-style-type: none"> ● See opponent and ball ● Anticipate ● Step into space quickly ● Stick up <p>Player to player / zone defense</p> <ul style="list-style-type: none"> ● Know plan before play ● Communicate ● Anticipate ● Stick up <p>Communication</p> <ul style="list-style-type: none"> ● Comfortable with teammates 	
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			<ul style="list-style-type: none"> • Loud and clear <p>Restarting play Face offs</p> <ul style="list-style-type: none"> • Head facing opposite way • Ball right next to head • Hands reversed on stick • Clamp down on ball • “Rake” out <p style="text-align: center;">Knowledge</p> <p>Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</p> <p>Understand how the force of the body affects various objects, moves, plays, and outcomes.</p> <ul style="list-style-type: none"> • Understanding basic and some advanced rules of the game- <ul style="list-style-type: none"> o Face offs o Goalie play o Crease o Scoring system o Defensive contact o Lines/dimensions o Off-sides o Loose ball o Fouls • Understand and experience additional roles- <ul style="list-style-type: none"> o Referee o Coach o Fitness Coach o Statistician 	
Suggested MP - 1, 4 3 Weeks	Soccer	2.2.12.MSC.2 2.2.12.MSC.4 2.2.12.MSC.5	<p style="text-align: center;">Skill/Tactics</p> <p>Review and continued mastery of basic skills from Traditional PE course and the following new skills:</p> <p>Maintaining Possession of the ball w/ support</p>	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> • Skills test • Pedometers for activity level

		<p>Supporting the ball carrier</p> <ul style="list-style-type: none"> ● Be an option for your teammate to pass too <p>Passing- Long</p> <ul style="list-style-type: none"> ● Same technique as in traditional, but you apply more power to your kick to send the ball farther <p>Control – Thigh, chest</p> <ul style="list-style-type: none"> ● Absorb the pass by letting the ball bounce slightly off your thigh or chest so you can quickly control the ball <p>Attacking the goal</p> <p>Turning</p> <ul style="list-style-type: none"> ● Make your run to the goal <p>Shielding</p> <ul style="list-style-type: none"> ● Putting your body between the ball and your opponent <p>Using a target player</p> <ul style="list-style-type: none"> ● Making your run on goal to a specific player positioned on the field <p>Creating Space in attack</p> <p>First time passing</p> <ul style="list-style-type: none"> ● You gain possession of the ball and make a quick decision to pass to your opponent <p>Overlapping run</p> <ul style="list-style-type: none"> ● Pass to a teammate and then run in front of them to receive a pass <p>Crossover play</p> <ul style="list-style-type: none"> ● Receiving a pass that was kicked from the other side of the field <p>Using space in attack-</p> <p>Width- Dribbling, crossing, heading</p> <ul style="list-style-type: none"> ● Moving away from teammates to allow more space to maneuver <p>Depth- Shielding</p> <ul style="list-style-type: none"> ● Keeping yourself in front of your defender to accept a pass <p>Timing runs to goal</p>	<p><u>Cognitive</u></p> <ul style="list-style-type: none"> ● Quizzes ● Unit Exam ● Exit Slip ● Assignment <p><u>Affective</u></p> <p>Rubrics for:</p> <ul style="list-style-type: none"> ● Attendance ● Attitude ● Behavior ● Fair play ● Cooperation
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			<ul style="list-style-type: none"> • Staying with your dribbling teammate on the opposite side of the field so if they send a cross you are on the other end to receive it if it goes through <p>Defending Space Clearing the ball</p> <ul style="list-style-type: none"> • Quickly kicking the ball out of your goal area. <p>Delaying, Covering, making recovery</p> <ul style="list-style-type: none"> • Quickly get into your defensive position <p>Defensive marking at corners</p> <ul style="list-style-type: none"> • Pick an opponent and follow them on corner kicks <p>Offside trap</p> <ul style="list-style-type: none"> • The defense forms a line and moves up to which causes the opponent to be on the other side of that imaginary line forcing them to be offside <p>Defending the goal Goalkeeping (e.g., Leaving the goal, punting, making saves)</p> <ul style="list-style-type: none"> • Coming out running towards the ball to get it. <p>Winning the ball Poking</p> <ul style="list-style-type: none"> • Quickly stick your foot at your opponent's possession of the ball <p>Slide</p> <ul style="list-style-type: none"> • Slide at your opponent's ball, without tripping them, to get possession <p>Restarting play Short Corner kicks</p> <ul style="list-style-type: none"> • Quickly pass it to your teammate a few feet away. <p>Near/Far post corner kick</p> <ul style="list-style-type: none"> • Strategically kick the ball to either the post near or far from you. <p>Attacking- shooting from a free kick</p> <ul style="list-style-type: none"> • A set piece, on goal, with or without being touched, first, from a teammate <p style="text-align: center;">Knowledge</p>	
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			<p>Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</p> <p>Understand how the force of the body affects various objects, moves, plays, and outcomes.</p> <ul style="list-style-type: none"> ● Understanding advanced rules of the game- <ul style="list-style-type: none"> ○ Ball placement and kicks when out of boundaries (i.e., corner and goal kick) ○ Off-sides ○ Players ○ Positioning ○ Tactics ○ Formations ● Understand and experience additional roles- <ul style="list-style-type: none"> ○ Referee ○ Coach ○ Fitness Coach ○ Statistician 	
Suggested MP - 2, 3 3 Weeks	Tchoukball	2.2.12.MSC.2 2.2.12.MSC.4 2.2.12.MSC.5	<p style="text-align: center;">Skill/Tactics</p> <p>Review and continued mastery of basic skills from Traditional PE course and the following new skills:</p> <p>Maintaining Possession of the Ball</p> <p>Passing (throwing/catching)</p> <ul style="list-style-type: none"> ● Two hand catch, enclosing the ball in your hands ● Overhand throw-non-throwing shoulder pointing at target, throwing arm extended back, feet are shoulder width apart and bring your throwing arm forward releasing ball in front of your body. <p>Lead pass</p> <ul style="list-style-type: none"> ● Throwing to a teammate ahead of you <p>Pivot</p> <ul style="list-style-type: none"> ● Establishing a non-moving foot to which you rotate on the ball of that foot <p>Hop step</p>	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> ● Skills test ● Pedometers for activity level <p><u>Cognitive</u></p> <ul style="list-style-type: none"> ● Quizzes ● Unit Exam ● Exit Slip ● Assignment <p><u>Affective</u></p> <p>Rubrics for:</p> <ul style="list-style-type: none"> ● Attendance ● Attitude ● Behavior

			<ul style="list-style-type: none"> ● Bounce of a designated foot <p>Attacking the goal</p> <p>Shooting (throwing)</p> <ul style="list-style-type: none"> ● Same as above (passing), but aiming at goal. <p>Jump throw</p> <ul style="list-style-type: none"> ● While you are in mid-air you throw the ball at goal <p>Aiming</p> <ul style="list-style-type: none"> ● Looking at a specific point to throw at <p>Defending against the attack</p> <p>Positioning</p> <ul style="list-style-type: none"> ● Marking an area that your opponent might enter <p>Anticipation</p> <ul style="list-style-type: none"> ● Having a sense that you ball might be passed in your direction <p>Catching</p> <ul style="list-style-type: none"> ● Intercepting a pass in your direction <p>Diving</p> <ul style="list-style-type: none"> ● Leaving your feet to attempt at making a stop at a thrown ball. <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> ● Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. ● Understand how the force of the body affects various objects, moves, plays, and outcomes. ● Understanding advanced rules of the game- <ul style="list-style-type: none"> ○ Lines/boundaries (forbidden zone/crease) ○ Change of direction ○ Jumping into crease ○ No contact ○ 3 steps ○ Change of possession ○ Scoring ○ 3 pass limit ○ No bouncing ○ 3 seconds or less for ball handler 	<ul style="list-style-type: none"> ● Fair play ● Cooperation
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			o Either team can score on either net/frame	
3 weeks	NET GAMES			
Suggested MP - 2, 3 3 Weeks	Volleyball	2.2.12.MSC.2 2.2.12.MSC.4	<p>Skill/Tactics</p> <p>Review and continued mastery of basic skills from Traditional PE course and the following new skills:</p> <p>Setting up to attack</p> <p>Back Setting</p> <ul style="list-style-type: none"> Occurs when you set up an attacker on your team who is behind you Same cues as setting (i.e.: arms above shoulder, hands in triangle formation, etc.). <p>Transition to attack from Server & Hitter</p> <ul style="list-style-type: none"> Adjust back into your zone/stepping back into the court from the back serving line <p>Supporting the Blocker, Hitter, Chaser of ball off court</p> <ul style="list-style-type: none"> Consistently being ready in base position Anticipate where the ball is being played <p>Winning the point</p> <p>Overhand Serve “Toss, step, strike”</p> <ul style="list-style-type: none"> Ball held in non-dominant hand Toss ball into air, and dominant hand behind head (winds up to strike) When making contact with the ball: contact ball with open hand, step in opposition, full arm extension <p>Spike/Standing Roll/Tip</p> <ul style="list-style-type: none"> Arms high, jump off both feet, swing hard, elbow above shoulder, open hand, snap wrist, follow-through Spikes are intended to be unreturnable <p>Hitting to open space: line or angle shots</p> <ul style="list-style-type: none"> Strategizing by attacking the open space on opponent’s court Line shot: meant to go over the blocker’s hands and be close enough to the sideline that the defender can’t run it down (aim for corner of court) Angle Shots: acute, obtuse, straight, or right. When spiking and serving, your arm starts acute, then right, and 	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> Skills test Pedometers for activity level <p><u>Cognitive</u></p> <ul style="list-style-type: none"> Quizzes Unit Exam Exit Slip Assignment <p><u>Affective</u></p> <p>Rubrics for:</p> <ul style="list-style-type: none"> Attendance Attitude Behavior Fair play Cooperation

			<p>ends at a straight angle which helps you extend and create power.</p> <p>Attacking as a team</p> <p>Communication</p> <ul style="list-style-type: none"> ● Calling on/off the ball ● Talking to spikers (setters) ● Calling out score prior to serving <p>Play Sets</p> <ul style="list-style-type: none"> ● Strategically attacking as a team (first hit returns the ball, second sets, third strikes in various different formations) <p>Defending space</p> <p>Blocking</p> <ul style="list-style-type: none"> ● Feet should be shoulder-width apart, with toes facing forward in an athletic stance ● Elbows at midline/rib-cage ● Not too far from net but not right on top of it ● Jump straight up and down without touching the net <p>Pursue and supporting the chaser of ball off the court</p> <ul style="list-style-type: none"> ● Covering chaser's spot until they return ● Moving towards the ball when out of play <p>Communication and setting up base</p> <ul style="list-style-type: none"> ● Call out zones/areas ● Anticipate where the ball is going, bend knees, arms ready at midline <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> ● Understand how the force of the body affects various moves, plays, and outcomes. ● Understanding advanced rules of the game: <ul style="list-style-type: none"> ○ Ball may hit the net at any time ○ Double contact ○ Joust ○ Hand carries and double hits ○ Libero and substituting players ○ Back row and front row hitting ● ● Understand and experience additional roles: <ul style="list-style-type: none"> ○ Referee 	
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			<ul style="list-style-type: none"> o Coach o Fitness Coach o Statistician/Score Keeper 	
Suggested MP - 2, 3 3 Weeks	Badminton	2.2.12.MSC.1 2.2.12.MSC.2 2.2.12.MSC.4	<p style="text-align: center;">Skill/Tactics</p> <p>Review and continued mastery of basic skills from Traditional PE course and the following new skills:</p> <p>Setting up to attack</p> <p>Underhand Clear</p> <ul style="list-style-type: none"> ● See open space ● Plant under the birdie ● Eye on birdie ● Step with opposite foot ● Underhand hit, follow through towards target <p>Drop Shot</p> <ul style="list-style-type: none"> ● See open space ● Plant under the birdie ● Eye on birdie ● Step with opposite foot ● “Push” birdie just over net <p>Spike/Smash</p> <ul style="list-style-type: none"> ● See open space ● Plant under the birdie ● Eye on birdie ● Step with opposite foot ● Raise hand behind ear ● Follow through across body towards target <p>Low serve, drive serve</p> <ul style="list-style-type: none"> ● Locate opponent's position ● Opposite foot forward ● Hold birdie low, lean forward ● Eye on birdie ● Swing through birdie <p>Location of serves (wide, straight)</p> <ul style="list-style-type: none"> ● Locate opponent’s position ● Vary wide and straight <p>Offensive formations and strategies</p> <ul style="list-style-type: none"> ● Spacing 	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> ● Skills test ● Pedometers for activity level <p><u>Cognitive</u></p> <ul style="list-style-type: none"> ● Quizzes ● Unit Exam ● Exit Slip ● Assignment <p><u>Affective</u></p> <p>Rubrics for:</p> <ul style="list-style-type: none"> ● Attendance ● Attitude ● Behavior ● Fair play ● Cooperation

			<ul style="list-style-type: none"> • Read and react • Vary types of shots <p>Defending space on your own side of the net</p> <p>Returning the smash</p> <ul style="list-style-type: none"> • Low athletic stance • React quickly <p>Returning the drop shot</p> <ul style="list-style-type: none"> • Low athletic stance • React quickly • Ready to move <p>Positioning and formations (dual)</p> <ul style="list-style-type: none"> • Spacing and communication <p>Defensive formations and strategies</p> <ul style="list-style-type: none"> • read and react • know the boundaries <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> • Understand how the force of the body affects various objects, moves, plays, and outcomes. • Understanding advanced rules and safety of the game- <ul style="list-style-type: none"> o Communication (doubles play) o Defensive Strategy o Formations- (Side-to-side, Staggered) o Single/Double Boundaries • Understand and experience additional roles- <ul style="list-style-type: none"> o Referee o Coach o Fitness Coach o Statistician 	
Suggested MP - 2, 3 3 Weeks	Racquetball	2.2.12.MSC.1 2.2.12.MSC.2 2.2.12.MSC.4	<p style="text-align: center;">Skill/Tactics</p> <p>Review and continued mastery of basic skills from Traditional PE course and the following new skills:</p> <p>Winning the point</p> <ul style="list-style-type: none"> • Cut ball / Chops: The racquet face passes slightly outside the ball and down the side, chopping it, as a man chops wood. 	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> • Skills test • Pedometers for activity level <p><u>Cognitive</u></p> <ul style="list-style-type: none"> • Quizzes • Unit Exam

			<ul style="list-style-type: none"> ● Ceiling balls: Use racquetball ceiling ball shots to move your opponent out of center court. ● Grounding the ball ● Using all walls. <p>Setting up an attack</p> <p>Different types of Serves:</p> <ul style="list-style-type: none"> ● Drive serve: hit the ball very hard and as low to the floor as possible. ● Z serve: hitting the ball in such a way that after it hits the front wall, it also hits the side wall and bounces once on the floor, flying toward the opposite corner. ● Jam serve: The goal of this serve is to have the first bounce of the ball hit the floor in the center of the court, but as close to the back wall as possible. ● Lob or Knick serve: a high, slow serve designed to get the ball over the opponent's head and into the back corners of the court, where options for Returning the Serve are limited. ● Crack serve: when the ball strikes anywhere between the side of the wall and the floor and just rolls off. <p>Defending the space</p> <p>Positioning</p> <ul style="list-style-type: none"> ● Try and get to center ● React to opponent <p>Controlling home position</p> <ul style="list-style-type: none"> ● Maintain the center <p>Anticipation of shots</p> <ul style="list-style-type: none"> ● Read and react <p>Attacking & Defending as a pair</p> <p>Strategies</p> <ul style="list-style-type: none"> ● Select strategy before start of play <p>Formations</p> <ul style="list-style-type: none"> ● High/low, stagger, spacing <p>Communication</p> <ul style="list-style-type: none"> ● Loud and clear 	<ul style="list-style-type: none"> ● Exit Slip ● Assignment <p><u>Affective</u></p> <p>Rubrics for:</p> <ul style="list-style-type: none"> ● Attendance ● Attitude ● Behavior ● Fair play ● Cooperation
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			<p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> ● Understanding advanced rules and safety of the game- ● Understanding and utilizing different equipment items ● Playing Etiquette ● Partner relationships ● Understand how the force of the body affects various objects, moves, plays, and outcomes. 	
Suggested MP - 2, 3 3 Weeks	Pickleball	2.2.12.MSC.1 2.2.12.MSC.2 2.2.12.MSC.4	<p style="text-align: center;">Skill/Tactics</p> <p>Review and continued mastery of basic skills from Traditional PE course and the following new skills:</p> <p>Setting up an attack Groundstroke – forehand / backhand</p> <ul style="list-style-type: none"> ● See where opponent is <p>Lob shots</p> <ul style="list-style-type: none"> ● Shake hands grip ● See where opponent is ● Step towards target ● Hit up under ball - deep ● Follow through towards target <p>Drop shots</p> <ul style="list-style-type: none"> ● Shake hands grip ● See where opponent is ● Step towards target ● Brush ball over net ● No follow through, aim for kitchen <p>Winning the point Approaching the net</p> <ul style="list-style-type: none"> ● Racquet up, read and react <p>Volley- forehand/backhand</p> <ul style="list-style-type: none"> ● Eye on ball ● Follow through towards target <p>Smash</p> <ul style="list-style-type: none"> ● Eye on ball ● Hard/controlled swing towards target <p>Defending space</p>	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> ● Skills test ● Pedometers for activity level <p><u>Cognitive</u></p> <ul style="list-style-type: none"> ● Quizzes ● Unit Exam ● Exit Slip ● Assignment <p><u>Affective</u> Rubrics for:</p> <ul style="list-style-type: none"> ● Attendance ● Attitude ● Behavior ● Fair play ● Cooperation

			<p>Recovery</p> <ul style="list-style-type: none"> ● Get to middle of area <p>Defending as a pair</p> <p>Up-and-back formation</p> <ul style="list-style-type: none"> ● One player high, one low ● Opposite sides <p>Communication</p> <ul style="list-style-type: none"> ● Loud and concise ● Stay positive <p>Strategies to volley or switching</p> <ul style="list-style-type: none"> ● Switch up hits, direction, and speed <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> ● Understand how the force of the body affects the ball speed and outcomes. ● Understanding advanced rules and safety of the game- <ul style="list-style-type: none"> ○ Lines/boundaries ○ Scoring system ○ Two bounce rule ○ Non-volley zone ○ Serving ○ Net play ○ Boundaries ● Understand and experience additional roles- <ul style="list-style-type: none"> ○ Referee ○ Coach ○ Fitness Coach ○ Statistician 	
3 weeks	STRIKING/FIELDING			
Suggested MP - 1, 4 3 Weeks	Softball/Kickball	2.2.12.MSC.2 2.2.12.MSC.4	<p style="text-align: center;">Skill/Tactics</p> <p>Review and continued mastery of basic skills from Traditional PE course and the following new skills:</p> <p>Batting</p> <ul style="list-style-type: none"> ● Opposite field hitting ● Advanced level of determining where to hit/kick based on situations ● Bunting 	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> ● Skills test ● Pedometers for activity level <p><u>Cognitive</u></p> <ul style="list-style-type: none"> ● Quizzes ● Unit Exam ● Exit Slip

			<p>Baserunning</p> <ul style="list-style-type: none"> ● Stealing ● Going half way vs tagging up ● Rounding bases ● Avoiding contact with ball/fielder <p>Defending space</p> <ul style="list-style-type: none"> ● Pitching ● Pitcher fielding skills ● Double plays 3rd to 2nd, SS to 2nd, 2nd to SS ● Relays from outfield to 3rd and home base ● Infield covering 2nd base when hit in outfield ● Bunts and coverage <p>Supporting players</p> <ul style="list-style-type: none"> ● Determining where to position for backup ● Shifting and covering space <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> ● Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. ● Understanding advanced rules and safety of the game- <ul style="list-style-type: none"> ○ Pitching height ○ Stealing ○ Strikes/Balls location ○ Foul balls ● Understand and experience additional roles <ul style="list-style-type: none"> ○ Referee ○ Coach ○ Fitness Coach ○ Statistician 	<ul style="list-style-type: none"> ● Assignment <p><u>Affective</u> Rubrics for:</p> <ul style="list-style-type: none"> ● Attendance ● Attitude ● Behavior ● Fair play ● Cooperation
Suggested MP - 1, 4 3 Weeks	Cricket	2.2.12.MSC.1 2.2.12.MSC.2 2.2.12.MSC.4	<p style="text-align: center;">Skill/Tactics</p> <p>Defending the wickets- Batting</p> <p>Judging the path/direction of the ball</p> <ul style="list-style-type: none"> ● Athletic stance ● Bat up / back ● Eye on ball <p>Moving forward or backward to defend</p> <ul style="list-style-type: none"> ● Read and react ● Eye on ball 	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> ● Skills test ● Pedometers for activity level <p><u>Cognitive</u></p> <ul style="list-style-type: none"> ● Quizzes ● Unit Exam ● Exit Slip

			<ul style="list-style-type: none"> ● Ready to move <p>Defensive strokes</p> <ul style="list-style-type: none"> ● Eye on ball ● Cocked wrist ● Any contact is good contact <p>Attacking strokes</p> <ul style="list-style-type: none"> ● Eye on ball ● Cocked wrist ● Swing through the ball <p>Getting the batter out-Defense</p> <p>Bowling-Basic action-running up progression</p> <ul style="list-style-type: none"> ● Gain momentum ● Extended “crow hop” <p>Bowling-make the batter play</p> <ul style="list-style-type: none"> ● Bounce ball before wickets ● Try to hit wickets <p>Bowling a straight line/length</p> <ul style="list-style-type: none"> ● Eye on wicket ● Follow through towards wicket <p>Making field placements</p> <ul style="list-style-type: none"> ● Spacing ● Athletic ready positions <p>Catching-ground balls, fly balls</p> <ul style="list-style-type: none"> ● Read and react ● Eye on ball ● Get low - get under ball ● Watch ball into hands <p>Backing up in the field</p> <ul style="list-style-type: none"> ● Communicate with teammates ● Read and react <p>Wicket Keeper-stance</p> <ul style="list-style-type: none"> ● Low and athletic ● React to batter <p>Throwing-Underarm, Overarm</p> <ul style="list-style-type: none"> ● Follow through towards target <p style="text-align: center;">Knowledge</p>	<ul style="list-style-type: none"> ● Assignment <p><u>Affective</u> Rubrics for:</p> <ul style="list-style-type: none"> ● Attendance ● Attitude ● Behavior ● Fair play ● Cooperation
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			<ul style="list-style-type: none"> Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. Understanding advanced rules and safety of the game- <ul style="list-style-type: none"> Scoring- Running across lines, alternating hitting, Four score, Six score No ball- “Fault” by bowler Wide ball- Deemed unhittable Bye ball passes batsman without being hit Leg Bye- Hit batsman Understand and experience additional roles- <ul style="list-style-type: none"> Referee Coach Fitness Coach Statistician 	
3 weeks	INDIVIDUAL			
Suggested MP - 2, 3 3 Weeks	Aquatics	2.2.12.MSC.2 2.2.12.MSC.4	<p style="text-align: center;">Skill/Tactics</p> <p>Review and continued mastery of basic skills from Traditional PE course and the following new skills:</p> <p>Butterfly-</p> <ul style="list-style-type: none"> Arms move out, palms face backwards Legs utilize dolphin kick Torso moves in “wavelike” motion Breathing- breaths taken as head rises out of water <p>Improving Strokes-</p> <ul style="list-style-type: none"> Rotating of the head for proper breathing Hand entry into the water Leg kicks Back arch Recognition of location in the pool- using the ceiling <p>Relay races- Use each stroke to include in competitive individual, and team relay races.</p> <p>Lifesaving- Introduction to life saving skills in the water</p>	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> Skills test Pedometers for activity level <p><u>Cognitive</u></p> <ul style="list-style-type: none"> Quizzes Unit Exam Exit Slip Assignment <p><u>Affective</u> Rubrics for:</p> <ul style="list-style-type: none"> Attendance Attitude Behavior Fair play Cooperation

			<p>Proper method of “carrying” a person through the water</p> <p>Water Equipment</p> <p>Exercising in the water Water aerobics</p>	
<p>Suggested MP - 4 3 Weeks</p>	<p>Backyard Games</p>	<p>2.2.12.MSC.1 2.2.12.MSC.4 2.2.12.MSC.5</p>	<p>Skill/Tactics Review and continued mastery of basic skills from Traditional PE course and the following new skills:</p> <p>The following games to be offered:</p> <p>Cornhole/Baggo</p> <ul style="list-style-type: none"> • Aim for the center of the board, underhand toss the bag to the board. <p>Polish Frisbee</p> <ul style="list-style-type: none"> • Grip frisbee using your index and middle finger and your thumb. Release frisbee and aim to knock the bottle off the stick. <p>Spike Ball</p> <ul style="list-style-type: none"> • Player applies force on the ball to accelerate and hit the net. Utilizing striking skills. <p>Bocce Ball-”Urban set”</p> <ul style="list-style-type: none"> • Correct athletic stance, grip, backswing, arm swing, release, follow-through, pointing and possibly hitting. <p>Ladderball</p> <ul style="list-style-type: none"> • Underhand toss bolas to the ladders. <p>Horseshoes</p> <ul style="list-style-type: none"> • Underhand toss the horseshoe to the metal stake. <p>KanJam</p> <ul style="list-style-type: none"> • Grip frisbee using your index and middle finger and your thumb. Release frisbee and aim for the can/teammate. <p>Offensive and defensive strategies/tactics: Preventing a score with throws or attacks Setting up blockers Pushing the target (bocce)</p>	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> • Skills test • Pedometers for activity level <p><u>Cognitive</u></p> <ul style="list-style-type: none"> • Quizzes • Unit Exam • Exit Slip • Assignment <p><u>Affective</u> Rubrics for:</p> <ul style="list-style-type: none"> • Attendance • Attitude • Behavior • Fair play • Cooperation

			<p style="text-align: center;">Knowledge</p> <p>Understanding advanced rules, etiquette, and safety of the game:</p> <ul style="list-style-type: none"> ● Fair play and positive behavior ● Proper etiquette in different social events ● Communicating ● Scoring System and record keeping 	
Suggested MP - 1, 4	Golf	2.2.12.MSC.1 2.2.12.MSC.2 2.2.12.MSC.3 2.2.12.MSC.4	<p style="text-align: center;">Skills/Tactics</p> <p>Swinging</p> <p>Setup routine (Grip, Stance, Arm positioning)</p> <ul style="list-style-type: none"> ● Feet (shoulder width apart) ● Knees- slightly bent ● Non-dominant hand grips club at the end of shaft ● Dominant hand grips club in front of the other hand interlocking non-dominant pointer finger and Pinky finger of dominant hand. ● Arms somewhat locked <p>Swing Plane</p> <ul style="list-style-type: none"> ● Pendulum motion ● front elbow straight ● weight transition ● Eyes and head looking down at ball <p>Putting</p> <ul style="list-style-type: none"> ● Grip, Stance, Arm positioning, weight transition <p>Hitting the ball the proper distance</p> <ul style="list-style-type: none"> ● Selecting a club (Irons, Woods) ● Placing the ball (Height, Using a tee) <p>Hitting the ball in the intended direction</p> <ul style="list-style-type: none"> ● Reading the green ● Decision-making putt or not <p>Hitting out of Hazards</p> <ul style="list-style-type: none"> ● Selecting a club ● Deep (dense) grass ● Bunker (sand shot) <p style="text-align: center;">Knowledge</p>	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> ● Skills test ● Pedometers for activity level <p><u>Cognitive</u></p> <ul style="list-style-type: none"> ● Quizzes ● Unit Exam ● Exit Slip ● Assignment <p><u>Affective</u></p> <p>Rubrics for:</p> <ul style="list-style-type: none"> ● Attendance ● Attitude ● Behavior ● Fair play ● Cooperation

			<ul style="list-style-type: none"> ● Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. ● Understanding basic and some advanced rules of the game <ul style="list-style-type: none"> ○ Hitting order ○ Scoring terminology ○ Skins/Stroke play ○ Touching ball with club ○ Drops ○ Etiquette ○ Speed of play 	
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Strength & Conditioning

GOAL: Build students' movement patterns in resistance training, knowledge, safety, hygiene and understanding of local community opportunities to develop one's strength and conditioning.	
<p style="text-align: center;">ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> ● Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors. ● There are numerous programs, facilities, and communities available that provide a variety of opportunities to get active and healthy. ● Competence in a variety of sports and physical activities will provide confidence and give strong possibility creating an individual to be a lifelong mover. ● To reach such goal, a strong foundation is needed and critical to be obtain in all types of movement activities. 	<p style="text-align: center;">ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How does participating in strength and conditioning exercises impact health-related fitness components? ● How can risk of injury be decreased when engaging in strength and conditioning exercises? ● How can claims made by commercial products and programs in the fitness industry be evaluated for validity? ● Why does set structure, rest period, rates of perceived exertion, and unilateral/bilateral training influence strength and conditioning outcomes?

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Course Description:

This course is designed to offer students a basic and advanced understanding of strength and conditioning. Emphasis will be placed on developing one’s own personal fitness and health. Further emphasis will be placed on developing a familiarity of requisite techniques, knowledge of individual programming, weight room etiquette, and personal hygiene practices. Students will benefit from a progressive and comprehensive weight training routine. Students will be empowered to make wise health choices, meet personal challenges, and develop a positive association toward fitness, wellness, and movement patterns necessary for healthful living.

Course Outcomes/Objectives:

- Uses movement concepts and principles (e.g., force motion, rotation) to analyze and improve performance of self and/or others in a selected skill.
- Discusses the benefits of a physical active lifestyle.
- Demonstrate appropriate techniques on resistance-training machines, free weights, and various other resistant training methods.
- Identifies primary and secondary skeletal muscle groups affected for specific resistance-training exercises.
- Recalls training principles and methods affecting the development of fitness.
- Describes physiological effects on the body as a result from aerobic and anaerobic movement.
- Identifying key vocabulary and resistance training terminology
- Defines types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development
- Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle.
- Creates a plan, and trains several times a week in a self-selected lifetime activity, or fitness activity outside the school day.
- Describe spotting techniques in a variety of resistance training exercises and necessary aspects of a quality spotter.
- Identify key weight room etiquette, and do’s and don’ts in the weight room.

Enrollment: Sophomores, Juniors, Seniors

Length/Duration of Units:

One Marking Period

Timeline	Unit Type	Standards,	Skills, Tactics, Rules, Concepts, Instructional Objectives	Assessment Methods
Entire MP	Weight Lifting	2.2.12.PF.1 2.2.12.PF.2 2.2.12.PF.3	Skills/Exercises Ability to perform a multitude of resistance training and body weight exercises in the following modalities:	<u>Psychomotor</u> • Skills test

		<p>2.2.12.PF.4 2.2.12.PF.5</p>	<ul style="list-style-type: none"> ● Stability balls ● Resistance bands ● Exercise machines ● Barbells ● Dumbbells <p>Execute appropriate exercises that align to personal goals.</p> <p>Work in either circuit training, hypertrophy, or power fitness programs.</p> <p>Implement and engage in personal fitness plans that align with goals and interests.</p> <p>Perform multi-joint and single-joint dumbbell and barbell strength exercises with proper techniques.</p> <p>Ability to complete abdominal and lower back strengthening exercises with proper techniques.</p> <p>Demonstrate advanced body weight exercises with proper techniques.</p> <p>Performs and understands different types of stretching exercises (e.g., static, dynamic, isometric, proprioceptive neuromuscular facilitation [PNF]) and best practices of use.</p> <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> ● Create personal strength and conditioning plans correctly aligned to individual goals and outcomes. ● Discuss the importance of balancing the development of strength in opposing muscle groups. ● Apply the concepts of concentric, eccentric and isometric contraction to the use of major muscles in basic fitness activities. ● Develop skill analysis and feedback methods for others to improve performance. ● Identifies the structure of skeletal muscle and fiber types as they relate to muscle development. ● Applies rates of perceived exertion and pacing. 	<ul style="list-style-type: none"> ● Pedometers for activity level <p><u>Cognitive</u></p> <ul style="list-style-type: none"> ● Quizzes ● Unit Exam ● Exit Slip ● Assignment <p><u>Affective</u></p> <p>Rubrics for:</p> <ul style="list-style-type: none"> ● Attendance ● Attitude ● Behavior ● Fair play ● Cooperation
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			<ul style="list-style-type: none"> • Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic). • Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle. 	
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Group Fitness

GOAL: Build students' confidence and competence in group fitness activities by offering key skills and knowledge to promote lifelong fitness engagement.	
<p style="text-align: center;">ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> • Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors. • Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness. • Community resources can support a lifetime of wellness to self and family members. • Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. 	<p style="text-align: center;">ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How does modifying force, motion, and rotation impact movements in group fitness? • How do best practices for participating safely in physical activity apply to group fitness activities? • How are the areas of wellness impacted by physical inactivity? • How does maintaining a strict physical fitness regimen assist in lifelong health?

Course Description:

Students will learn a variety of cardiovascular and strengthening fitness activities in a group setting, set to music to engage interest. These courses are designed to motivate student fitness and weight management by offering a group work out environment. Knowledge of lifetime wellness and fitness will be covered throughout each course.

Activities may include: Body Pump, Pilates, Yoga, Step Aerobics, Zumba, A.B.S. (Abdominal Back Strengthening), Cardio kickboxing, Core Resistance Training, Body Sculpt, TRX Training, Spin and Aqua Tone (where applicable).

Course Outcomes/Objectives:

Enrollment:

Sophomores, Juniors, Seniors

Units:

Zumba	Core-Resistance
Yoga	Sculpt
Step Aerobics	Abs & Back Strengthen
Body Pump	TRX Bands
Pilates	AquaTone
Cardio Kickboxing	

*A total of 15 lessons will be offered

Length/Duration of Units:

This course is offered for one marking period.

Timeline	Unit Type	Standards	Skills, Tactics, Rules, Concepts, Instructional Objectives	Assessment Methods
3-4 weeks	Zumba	2.2.12.MSC.2 2.2.12.MSC.3 2.2.12.PF.1 2.2.12.PF.2 2.2.12.PF.3 2.2.12.LF.2 2.2.12.LF.3	<p style="text-align: center;">Skills/Exercises</p> <p>Combination of movement patterns into a smooth, flowing sequence coordinated with music rhythm. Varieties of dance sequences/styles to music or rhythm as an individual, with a partner or in a group. These may include:</p> <ul style="list-style-type: none"> ● Merengue ● Salsa ● Cumbia ● Reggaeton ● Flamenco 	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> ● Skills test <p><u>Cognitive</u></p> <ul style="list-style-type: none"> ● Quizzes ● Unit Exam ● Exit Slip ● Assignment

			<ul style="list-style-type: none"> • Samba • Bachata • Cha-Cha • Soca • Tango <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> • List cardiovascular and muscular endurance health benefits as a result from Zumba. • Choreographs and performs a dance routine. • Creates a sequence of movements that can be taught to peers, using proper counting techniques that improves aerobic fitness. • Identifies specific muscle groups used based on the choreography. • Complete specialized locomotor and non-locomotor skills in performance. • Demonstrates competency in a “8-count” rhythmic pattern. • Maintains a rhythmic count and elevates heart rate to improve cardiovascular health 	<p><u>Affective</u> Rubrics for:</p> <ul style="list-style-type: none"> • Attendance • Attitude • Behavior • Fair play • Cooperation <p>Pedometers for:</p> <ul style="list-style-type: none"> • Activity level
3-4 weeks	Body Flow	2.2.12.MSC.2 2.2.12.MSC.3 2.2.12.PF.1 2.2.12.PF.2 2.2.12.PF.3 2.2.12.LF.2 2.2.12.LF.3	<p style="text-align: center;">Skills/Tactics</p> <ul style="list-style-type: none"> • Review and incorporate traditional body flow poses terminology for beginners. • Demonstrate smooth transitions between poses. • Feeling and establishing good body awareness and self-visualization. • Modify personal yoga practices to maximum physical/mental benefit. <p>Develop competency in using controlled and advanced movements and the flow of the following poses:</p> <ul style="list-style-type: none"> • Crane pose • One-legged king pigeon pose • King dancer pose • Flying crow • Lizard variation • Mermaid variation <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> • Highlight and explain a series of poses and breathing techniques that can enhance the body systems: muscular (strength/flexibility), skeletal (posture), and respiratory (breathing). 	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> • Skills test <p><u>Cognitive</u></p> <ul style="list-style-type: none"> • Quizzes • Unit Exam • Exit Slip • Assignment <p><u>Affective</u></p> <ul style="list-style-type: none"> • Rubrics for: • Attendance • Attitude • Behavior • Fair play • Cooperation <p>Pedometers for:</p>

			<ul style="list-style-type: none"> ● Identify proper etiquette of group body flow (noises, cleansing, etc). ● Identify specific body flow practices and breathing techniques that can be used on a daily basis in any setting. ● Describe benefits of body flow and the positive effects to the body. ● Adapt certain practices to accommodate sport specific training. ● Ability to specifically work on areas of the body to strengthen. ● Create a personalized body flow routine 	<ul style="list-style-type: none"> ● Activity level
3-4 weeks	Step Aerobics	2.2.12.MSC.2 2.2.12.MSC.3 2.2.12.PF.1 2.2.12.PF.2 2.2.12.PF.3 2.2.12.LF.2 2.2.12.LF.3	<p style="text-align: center;">Skills/Exercises</p> Use combinations of manipulative, locomotor and non-locomotor skills to develop movement sequences and patterns, both individually and with others. Use combinations of the following steps to create aerobic routines which allow for cardiovascular conditioning: <ul style="list-style-type: none"> ● A-Step ● Across the top ● Around the world ● Basic Left ● Basic Right ● Charleston ● Corner to Corner ● Diagonal ● Flamingo ● Grapevine ● Helicopter ● Hop Turn ● Horseshoe ● I-step ● Indecision ● Jumping Jack ● K-step ● L-step ● Mambo cha-cha-cha ● Over the Top ● Repeater ● Reverse Turn ● Reverse V-step ● Revolving door ● Rocking Horse ● Split Basic 	<u>Psychomotor</u> <ul style="list-style-type: none"> ● Skills test <u>Cognitive</u> <ul style="list-style-type: none"> ● Quizzes ● Unit Exam ● Exit Slip ● Assignment <u>Affective</u> Rubrics for: <ul style="list-style-type: none"> ● Attendance ● Attitude ● Behavior ● Fair play ● Cooperation Pedometers for: <ul style="list-style-type: none"> ● Activity level

			<ul style="list-style-type: none"> ● Straddle ● T-step ● Tap Up ● Turnstep ● V-step ● X-step ● Y-step ● Z-step <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> ● Ability to keep count and rhythm/pace. ● Apply basic principles of training and appropriate guidelines of exercise to improve immediate and long-term physical fitness. ● Demonstrate competency in a choreographed step routine that is performed and taught to peers. ● Identify appropriate safety practices- ensure proper foot placement, spatial awareness, balance, core-tightening. ● Cleanliness, and proper hygiene protocols. 	
3-4 weeks	Body Pump	2.2.12.MSC.2 2.2.12.MSC.3 2.2.12.PF.1 2.2.12.PF.2 2.2.12.PF.3 2.2.12.LF.2 2.2.12.LF.3	<p>Skills/Tactics</p> <p>This athletic-based workout uses barbells with adjustable weights to work every major muscle group in the body. It is designed to strengthen, tone and define while increasing the heart rate to also build cardiovascular strength.</p> <p>Will perform 70 – 100 reps per body part. Reps will be done at a specific pace, following music for maximum strength conditioning and cardio.</p> <p>Students will be required to record initial weight used for each body part and set a goal to achieve throughout the unit.</p> <p>The following muscle groups will be enhanced: quadriceps, hamstrings, calves, back, shoulders, chest, triceps, biceps and abdominals. The following exercises can be used: Squats</p>	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> ● Skills test <p><u>Cognitive</u></p> <ul style="list-style-type: none"> ● Quizzes ● Unit Exam ● Exit Slip ● Assignment <p><u>Affective</u> Rubrics for:</p> <ul style="list-style-type: none"> ● Attendance ● Attitude ● Behavior ● Fair play ● Cooperation

			<p>Deadlifts Bent over rows Upright rows Clean and press Lunges Overhead extensions Triceps' press Bicep curl Bicep row Shoulder press Chest press Push ups Triceps' extension Triceps' kickback Rear deltoid raise Side raise Mac raise Crunch Side oblique crunch Hover</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Develop group exercise plans- Primary and secondary muscle groups associated with exercises • Fitness assessment • Modifications for each exercises that increase individual success and performance • Proper group fitness class etiquette and personal hygiene measures 	<p>Pedometers for:</p> <ul style="list-style-type: none"> • Activity level
3-4 weeks	Pilates	2.2.12.MSC.2 2.2.12.MSC.3 2.2.12.PF.1 2.2.12.PF.2 2.2.12.PF.3 2.2.12.LF.2 2.2.12.LF.3	<p>Skills/Exercises</p> <p>Using a mat to focus on improving strength, flexibility, coordination, and posture. This technique includes proper breathing and control over various muscle groups. Students will demonstrate competency in at least 5 or more of the following exercises:</p> <p>Mat</p> <ul style="list-style-type: none"> • The Neck Roll • Neck Pull 	<p>Psychomotor</p> <ul style="list-style-type: none"> • Skills test <p>Cognitive</p> <ul style="list-style-type: none"> • Quizzes • Unit Exam • Exit Slip • Assignment <p>Affective</p>

			<ul style="list-style-type: none"> ● The Hundred ● The Roll-up ● Spine Stretch Forward ● The Saw ● Criss-Cross ● Leg Circles ● Single Leg Stretch ● Single Straight Leg Stretch ● Double Leg Stretch ● Double Straight Leg Stretch ● Single Leg Kicks ● Sidekicks ● Side Kick Series: Up and Down ● Side Kick Series: Small Circles ● Teaser 1 ● Teaser 2 ● Open Leg Rocker <p>Hula Hoop</p> <ul style="list-style-type: none"> ● Standing/Arms <p>One Wall Springs</p> <ul style="list-style-type: none"> ● Rolling Back ● Chest Expansion ● Squat <p>Two Wall Springs</p> <ul style="list-style-type: none"> ● Walking ● Beats ● Rond de Jambe ● Leg Circles <p><u>Knowledge</u></p> <ul style="list-style-type: none"> ● Students will refine their concentration, self-control, strength from the center of the body, fluidity of movements, precision of movements, and efficiency of breathing while executing non-locomotor skills. ● Students will apply appropriate breathing strategies to optimize results- Lateral/bilateral, diaphragmatic. 	<p>Rubrics for:</p> <ul style="list-style-type: none"> ● Attendance ● Attitude ● Behavior ● Fair play ● Cooperation <p>Pedometers for:</p> <ul style="list-style-type: none"> ● Activity level
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			<ul style="list-style-type: none"> • Demonstrate abdominal stability, shoulder stability and shoulder and arm flexibility. 	
3-4 weeks	Cardio Kickboxing	2.2.12.MSC.1 2.2.12.MSC.2 2.2.12.MSC.3 2.2.12.PF.1 2.2.12.PF.2 2.2.12.PF.3 2.2.12.LF.2 2.2.12.LF.3	<p><u>Skills/Exercises</u> Cardiovascular training that combines moves from a wide range of martial arts disciplines. Improves fat burning potential, muscle coordination, strength, flexibility and agility while following specific cues.</p> <ul style="list-style-type: none"> • Jab • Hook • Cross • Uppercut • Front kick • Side kick • Round house • Back kick • Shuffle • Burpees • Tuck jumps <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Students will be able to create a routine that can be taught to peers and executed in small group settings • Examine moral and ethical conduct • Display respect for other students 	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> • Skills test <p><u>Cognitive</u></p> <ul style="list-style-type: none"> • Quizzes • Unit Exam • Exit Slip • Assignment <p><u>Affective</u> Rubrics for:</p> <ul style="list-style-type: none"> • Attendance • Attitude • Behavior • Fair play • Cooperation <p>Pedometers for:</p> <ul style="list-style-type: none"> • Activity level
3-4 weeks	Body Sculpt	2.2.12.MSC.2 2.2.12.MSC.3 2.2.12.PF.1 2.2.12.PF.2	<p><u>Skills/Exercises</u> Identify the muscle groups in the upper and lower body that are being worked.</p> <ul style="list-style-type: none"> • Quadriceps 	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> • Skills test <p><u>Cognitive</u></p>

		<p>2.2.12.PF.3 2.2.12.LF.2 2.2.12.LF.3</p>	<ul style="list-style-type: none"> ● Hamstrings ● Calves ● Triceps ● Biceps ● Shoulders ● Back ● Chest <p>Exercises that can be used but are not limited to:</p> <ul style="list-style-type: none"> ● Tubing exercises ● Stability ball exercises ● Body bar exercises ● Dumbbell/plate exercises <p>Knowledge:</p> <ul style="list-style-type: none"> ● Demonstrate exercises that enhance the major muscle groups of the body using weights, tubing, body bars, and stability balls. ● Demonstrate proper technique with low weight and high repetitions. ● Demonstrate proper safety and techniques. 	<ul style="list-style-type: none"> ● Quizzes ● Unit Exam ● Exit Slip ● Assignment <p><u>Affective</u> Rubrics for:</p> <ul style="list-style-type: none"> ● Attendance ● Attitude ● Behavior ● Fair play ● Cooperation <p>Pedometers for:</p> <ul style="list-style-type: none"> ● Activity level
3-4 weeks	Core-Resistance	<p>2.2.12.MSC.2 2.2.12.MSC.3 2.2.12.PF.1 2.2.12.PF.2 2.2.12.PF.3 2.2.12.LF.2 2.2.12.LF.3</p>	<p style="text-align: center;">Skills/Exercises</p> <p>Identify the muscle groups in the upper and lower body that are being worked.</p> <ul style="list-style-type: none"> ● Quadriceps ● Hamstrings ● Calves ● Triceps ● Biceps ● Shoulders ● Back ● Chest <p>Exercises that can be used but are not limited to:</p> <ul style="list-style-type: none"> ● Tubing exercises ● Stability ball exercises ● Body bar exercises ● Dumbbell/plate exercises <p>Knowledge:</p> <ul style="list-style-type: none"> ● Demonstrate exercises using weights, tubing, body bars, and stability balls. 	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> ● Skills test <p><u>Cognitive</u></p> <ul style="list-style-type: none"> ● Quizzes ● Unit Exam ● Exit Slip ● Assignment <p><u>Affective</u> Rubrics for:</p> <ul style="list-style-type: none"> ● Attendance ● Attitude ● Behavior ● Fair play ● Cooperation <p>Pedometers for:</p>

			<ul style="list-style-type: none"> ● Demonstrate proper technique using low weight and high repetitions. ● Demonstrate proper safety and technique. 	<ul style="list-style-type: none"> ● Activity level
3-4 weeks	Core Resistance Training	2.2.12.MSC.2 2.2.12.MSC.3 2.2.12.PF.1 2.2.12.PF.2 2.2.12.PF.3 2.2.12.LF.2 2.2.12.LF.3	<p><u>Skills/Exercises</u> Specifically designed to strengthen the abdominal and back muscles to promote better posture, core strength & balance.</p> <p>These include but are not limited to:</p> <ul style="list-style-type: none"> ● Mountain climbers ● Floor crunches with dumbbells ● Floor crunches without dumbbells ● Abdominal hold ● Side crunch ● The hundred ● Opposite arm and leg raise ● Plank (variations) ● Squat thrust with twist ● Single leg stretch ● Partial sit up ● Swiss ball crunch ● Flutter kicks ● Leg raises <p><u>Abdominals</u> External abdominal oblique Internal abdominal oblique Rectus abdominis Transverse abdominis</p> <p><u>Low Back</u> Erector spinae Quadratic lumborum</p> <p><u>Pelvic Muscles</u> Gluteus maximus Hamstrings</p> <p>Knowledge:</p>	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> ● Skills test <p><u>Cognitive</u></p> <ul style="list-style-type: none"> ● Quizzes ● Unit Exam ● Exit Slip ● Assignment <p><u>Affective</u> Rubrics for:</p> <ul style="list-style-type: none"> ● Attendance ● Attitude ● Behavior ● Fair play ● Cooperation <p>Pedometers for:</p> <ul style="list-style-type: none"> ● Activity level

			<ul style="list-style-type: none"> • Students will demonstrate strengthening exercises using plates, dumbbells, tubing and body weight geared toward specific muscle groupings that strengthen the abdominals. • Demonstrates knowledge of muscle groupings to ensure maximum training. 	
3-4 weeks	TRX Bands	2.2.12.MSC.2 2.2.12.MSC.3 2.2.12.PF.1 2.2.12.PF.2 2.2.12.PF.3 2.2.12.LF.2 2.2.12.LF.3	<p><u>Skills/Exercises</u> Effectively strengthens muscle groups and cardiovascular health using the following exercises (but not limited to):</p> <ul style="list-style-type: none"> • Pushups/Atomic Push Ups • Chest press • Squats • Lunges • Inverted row • Triceps press • Low row • Triceps extension • Bicep curl • Chest fly • Y Fly • Power pull <p>Demonstrates the three principles of progression:</p> <ol style="list-style-type: none"> 1. <u>Vector Resistance Principle</u> Applies mainly to all standing exercises Changing your body position and moving your center of gravity outside your base of support to change the exercise resistance 0. <u>Pendulum Principle</u> Applies mainly to all ground-based exercises Moving your body in a supine or prone position away or toward from the anchor point to work more or less against gravity, changing the exercise resistance 0. <u>Stability Principle</u> Relationship between your center of gravity and base of support Stability is maximized with a large base of support and the center of gravity is positioned in the middle of that base. <p><u>Knowledge:</u></p>	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> • Skills test <p><u>Cognitive</u></p> <ul style="list-style-type: none"> • Quizzes • Unit Exam • Exit Slip • Assignment <p><u>Affective</u> Rubrics for:</p> <ul style="list-style-type: none"> • Attendance • Attitude • Behavior • Fair play • Cooperation <p>Pedometers for:</p> <ul style="list-style-type: none"> • Activity level

			<ul style="list-style-type: none"> ● Demonstrate exercises focusing on strength, balance, flexibility and core stability. ● Maximize core function by altering the body's stability during exercise. ● Demonstrate proper safety and technique. ● Participate in group activity and encourage one another's performance. ● Adaptable for students of all fitness levels producing an increase of self-efficacy, social interaction and encourages an independent, physically active and healthy lifestyle. 	
3-4 weeks	AquaTone	2.2.12.MSC.2 2.2.12.MSC.3 2.2.12.PF.1 2.2.12.PF.2 2.2.12.PF.3 2.2.12.LF.2 2.2.12.LF.3	<p><u>Skills/Exercises</u></p> <p>Compete specific motor patterns and movement skills in a low-impact setting</p> <p>Participate in cardiovascular and muscular strengthening in a pool setting.</p> <ul style="list-style-type: none"> ● Participate in pool related: ● Warm up exercises ● Stretching exercises ● Pre cardio exercises ● Cardio exercises ● Toning exercises ● Cool down exercises <p>Participate in small groups to create circuit training programs using exercises that include but are not limited to:</p> <ul style="list-style-type: none"> ● Stationary kicking at pool wall (quadriceps/hamstrings endurance and strengthening) ● Arm curls and extensions using water barbells (biceps/triceps endurance and strengthening) ● Vertical streamline stretch (abdominal flexibility) ● Stationary sprinting intervals (cardiovascular) <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> ● Demonstrate competency in muscle groupings and exercises specified for said muscle group. 	<p><u>Psychomotor</u></p> <ul style="list-style-type: none"> ● Skills test <p><u>Cognitive</u></p> <ul style="list-style-type: none"> ● Quizzes ● Unit Exam ● Exit Slip ● Assignment <p><u>Affective</u></p> <p>Rubrics for:</p> <ul style="list-style-type: none"> ● Attendance ● Attitude ● Behavior ● Fair play ● Cooperation <p>Pedometers for:</p> <ul style="list-style-type: none"> ● Activity level

Health – Grade 9
Course of Study Outline

GOAL:
Build students' understanding of Human Growth Development, Responsible Personal Behavior, Interpersonal Relationships, Family Living, Parenting and Chemical Health

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● Optimal health and positive life choices are achieved through the understanding of human relationships. ● Caring for the reproductive systems contributes to living a healthy life. ● Personal lifestyle habits and genetics influence sexual development as well as overall growth patterns. ● The values acquired from family, culture, personal experiences, and friends impact all types of relationships. ● Medicines come in various forms (over the counter, prescriptions, medical supplements) are used for various reasons, and should be taken as directed in order to be safe and effective. ● Every health-related decision has short- and long-term consequences and affects the ability to reach health goals. 	<ul style="list-style-type: none"> ● How do personal health choices impact our own health, as well as others? ● What roles do family, peers, and media have on your health choices? ● How do communication skills impact health? ● Why do people use and abuse tobacco, alcohol and other drugs despite the warnings about the dangers to self and others? ● What are the differences and similarities between the male and female reproductive systems? ● What is the basis of a healthy relationship? ● How does the immune system protect the body from disease?

Unit Topics	New Jersey Student Learning Performance Expectations (NJSPE)	Performance Expectations	Learning Activities, Instructional Framework, Skills Workshops, Tools & Resources
<p><u>FOUNDATIONS OF HUMAN GROWTH AND DEVELOPMENT</u></p> <p>Life Cycle</p> <ul style="list-style-type: none"> ● Infancy ● Childhood ● Puberty 	<p>2.1 Personal and Mental Health</p>	<ul style="list-style-type: none"> ● 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. 	<ul style="list-style-type: none"> ● Worksheets ● Quizzes ● Tests ● Projects

<ul style="list-style-type: none"> ● Adolescence ● Young adult ● Adult ● Aged ● Dying and death <p>Community Services and Agencies</p> <ul style="list-style-type: none"> ● Identification, Location and Function <ul style="list-style-type: none"> ○ Public ○ Private ○ Health ○ Other ● Services <ul style="list-style-type: none"> ○ Family ○ Individual <p>Reproductive System</p> <ul style="list-style-type: none"> ● Male Anatomy and Physiology ● Female Anatomy and Physiology <p>Sexual Education</p> <ul style="list-style-type: none"> ● Preparation ● Safe sex engagement ● Contraceptives <ul style="list-style-type: none"> ○ Male ○ Female ● Consent <ul style="list-style-type: none"> ○ Verbal ● Psychological aspects (peer pressure) ● Abstinence <p>STD's and STI's</p> <ul style="list-style-type: none"> ● Descriptions and definitions ● Symptoms ● Epidemiology <ul style="list-style-type: none"> ○ Current statistics 		<ul style="list-style-type: none"> • 2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams). • 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention <p>2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</p> <ul style="list-style-type: none"> • 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity. • 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations. 	
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<ul style="list-style-type: none"> o Differences between NJ and US statistics ● Transmission ● Risky behaviors ● Prevention/Abstinence <p>LGBTQIA+</p> <ul style="list-style-type: none"> ● “Umbrella” terminology ● Gender identity <ul style="list-style-type: none"> o Biological sex o Gender ● Sexual orientation ● Gender expression <p>Pregnancy and Childbirth</p> <ul style="list-style-type: none"> ● Genetics ● Stages of pregnancy ● Problems in pregnancy ● Prenatal care <ul style="list-style-type: none"> o Fetal Alcohol Syndrome o Effects of drugs on pregnancy o Impact of AIDS on pregnancy ● Preparation for baby ● Birth of baby ● Postnatal care ● Abortion <ul style="list-style-type: none"> o Services o Pill/procedure o Roe vs. Wade <p>Choices and Consequences</p> <ul style="list-style-type: none"> ● Abstinence ● Natural birth control ● Contraceptives <ul style="list-style-type: none"> o Consumer skills re contraceptives 			
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<ul style="list-style-type: none"> ● Interrupted or abortive pregnancy ● Bringing unwanted pregnancy to term <ul style="list-style-type: none"> ○ Parenthood ○ Adoption ● Problems of the teen parent/single parent 			
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Unit Topics	New Jersey Student Learning Performance Expectations (NJSPE)	Performance Expectations	Learning Activities, Instructional Framework, Skills Workshops, Tools & Resources
<p><u>RESPONSIBLE PERSONAL BEHAVIOR</u></p> <p>Identification of Values</p> <ul style="list-style-type: none"> ● Differences between attitudes and values ● Conflicting values <ul style="list-style-type: none"> ○ In themselves ○ In relationships to others ● Priority of values <ul style="list-style-type: none"> ○ Change according to circumstances <p>Self Image</p> <ul style="list-style-type: none"> ● Uniqueness of each person ● Recognition and evaluation of messages received as children ● Awareness of mood changes relating to high or low self-esteem 	<p>2.1 Personal and Mental Health</p>	<ul style="list-style-type: none"> ● 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood. ● 2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics. New Jersey Department of Education June 2020 36 Core Idea Performance Expectations There are many decisions to be made related to pregnancy and childbirth that will have shortand long-term impacts. ● 2.1.12.PP.4: List the major milestones of each trimester of fetal development utilizing medically accurate information. 	<ul style="list-style-type: none"> ● Worksheets ● Quizzes ● Tests ● Projects

<ul style="list-style-type: none"> ● Methods to increase self-esteem to substance use ● Value of a drug-free lifestyle <p>Masculine and Feminine Roles</p> <ul style="list-style-type: none"> ● Sex-role stereotyping ● Influence on values in role choices ● Role expectations ● Conflicts in roles ● Responsibility in relationships ● Homosexuality ● Sexual assault <ul style="list-style-type: none"> ○ Date rape ○ Prevention <p>Developing Healthy and Responsible Patterns of Behavior</p> <ul style="list-style-type: none"> ● Basic needs and personal drives ● Basic emotions <ul style="list-style-type: none"> ○ Expression ○ Control ○ Positive way to deal with troubled feelings ● The healthy or mature personality ● The unhealthy or immature personality ● Role of peer pressure on decisions to experiment with alcohol and other drugs, becoming sexually active and engaging in suicidal and other risk-taking behaviors <p>Decision Making</p> <ul style="list-style-type: none"> ● Influence of family and environment to use alcohol, drugs or tobacco ● Problem-solving steps and conflict resolution 		<ul style="list-style-type: none"> ● 2.1.12.PP.5: Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics). ● 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family. ● 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues. ● 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence). ● 2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior. 	
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<ul style="list-style-type: none"> • Identification of stressful situations and coping strategies/skills • Refusal skills • Positive alternatives to substance use and abuse 			
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Unit Topics	New Jersey Student Learning Performance Expectations (NJSPE)	Performance Expectations	Learning Activities, Instructional Framework, Skills Workshops, Tools & Resources
<p><u>INTERPERSONAL RELATIONSHIPS</u></p> <p>Patterns of Communication</p> <ul style="list-style-type: none"> • Verbal • Nonverbal <p>Skills of Active Listening and Perception Checking</p> <p>Effective Interpersonal Communication</p> <p>Interpersonal Relationships</p> <ul style="list-style-type: none"> • Interpersonal skills • Awareness of personal and family patterns of intimate relating • Depending, independent, and interdependent relating • Passive aggressive and assertive behaviors 	<p>2.1 Personal and Mental Health</p>	<ul style="list-style-type: none"> • 2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption. • 2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent. • 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness). • 2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources. • 2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, 	<ul style="list-style-type: none"> • Worksheets • Quizzes • Tests • Projects

<ul style="list-style-type: none"> • Constructive means of conflict resolution • Strategies for making and keeping friends (social skills) <p>Dating and Engagement</p> <ul style="list-style-type: none"> • Functions and patterns of dating <ul style="list-style-type: none"> ◦ Cultural differences ◦ Generational differences • Individual criteria for partner selection • Personal responses to emotions • Personal sex values 		including risk-reduction and risk-elimination strategies.	
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Unit Topics	New Jersey Student Learning Performance Expectations (NJSPE)	Performance Expectations	Learning Activities, Instructional Framework, Skills Workshops, Tools & Resources
<p><u>FAMILY LIFE</u></p> <p>Types of Families</p> <ul style="list-style-type: none"> • Nuclear • Extended • Future <p>Functions of the Family</p> <ul style="list-style-type: none"> • Members and their roles • Family lifestyles 	2.1 Personal and Mental Health	<ul style="list-style-type: none"> • 2.1.12.PP.8: Assess the skills needed to be an effective parent. • 2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information. • 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other 	<ul style="list-style-type: none"> • Worksheets • Quizzes • Tests • Projects

<ul style="list-style-type: none"> • Ritual behavior in family patterns • Changes and their effects on family structure <p>Crises in Family Life, and Typical Responses to Crises and Methods of Coping</p> <ul style="list-style-type: none"> • Loss of income • Conflicts over money • Illness • Disability • Death <ul style="list-style-type: none"> o Emotional response to loss o Suicide • Divorce • Alcoholism or substance use • New family member • Other <p>Community Resources/Family Crises</p>		<p>specific target audience (e.g., dimensions of health).</p> <ul style="list-style-type: none"> • 2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure. • 2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship. • 2.1.12.SSH.10: Analyze the state and federal laws related to minors’ ability to give and receive sexual consent and their association with sexually explicit media. 	
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Unit Topics	New Jersey Student Learning Performance Expectations (NJSPE)	Performance Expectations	Learning Activities, Instructional Framework, Skills Workshops, Tools & Resources
<p><u>PARENTING</u></p> <p>Responsible Parenting</p>	<p>2.1 Personal and Mental Health</p>	<ul style="list-style-type: none"> • 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community 	<ul style="list-style-type: none"> • Worksheets • Quizzes

<ul style="list-style-type: none"> ● Planning for parenthood ● Advantages and disadvantages of being a parent ● Single parenting and teen pregnancy ● Responsible parental role behavior ● Review of ages and stages of child development/normal functions of each stage <ul style="list-style-type: none"> ○ Infancy ○ Early childhood ○ Childhood ○ Puberty ○ Adolescence ○ Adult <p>Abuses in Family Relationships</p> <ul style="list-style-type: none"> ● Incest ● Child abuse ● Parent abuse ● Partner abuse 		<p>to support the mental health of oneself or an individual.</p> <ul style="list-style-type: none"> • 2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit. • 2.1.12. CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community. • 2.1.12.CHSS.4: Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care). • 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products). • 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community. • 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation). • 2.1.12.CHSS.8: Investigate how local, state, and global agencies are addressing health issues caused 	<ul style="list-style-type: none"> ● Tests ● Discovery Education Videos ● Projects
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		<p>by climate change and share this information in an appropriate setting.</p> <p>2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.</p>	
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Unit Topics	New Jersey Student Learning Performance Expectations (NJSPE)	Performance Expectations	Learning Activities, Instructional Framework, Skills Workshops, Tools & Resources
<p><u>CHEMICAL HEALTH EDUCATION</u> (10 hours minimum)</p> <p>Classification System for Drugs and Their General Effects</p> <ul style="list-style-type: none"> ● Schedule I ● Schedule II ● Schedule III ● Drug Categories <ul style="list-style-type: none"> ○ Depressants ○ Stimulants ○ Hallucinogens ○ Inhalants ○ Cannabis ○ Opioids 	2.3 Safety	<ul style="list-style-type: none"> • 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online. • 2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual’s social, emotional and mental wellness. • 2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, 	<ul style="list-style-type: none"> ● Worksheets ● Quizzes ● Tests ● Projects

<p>Short and Long-Term Effects of Alcohol, Tobacco/Anabolic Steroids and Drugs on the Body and Behavior</p> <ul style="list-style-type: none"> • Cirrhosis of the liver <p>Laws Relating to Use, Sale and Possession of Alcohol and Other Drugs (Including School Board’s Policy)</p> <ul style="list-style-type: none"> • Marijuana legality <ul style="list-style-type: none"> o Recreational o Medicinal <p>The Influence of Advertising and Marketing Techniques for Alcohol, Tobacco and Other Drugs</p> <ul style="list-style-type: none"> • Juul <p>Chemical Dependency and Its Effects</p> <p>Alternatives to Alcohol and Drug Use</p> <ul style="list-style-type: none"> • Non-alcoholic beverages • Conversations about the purpose of E-cigarettes <p>Intervention</p> <ul style="list-style-type: none"> • Admitting you have a problem <p>Identification of Local Resources for Drug and Alcohol Information and Treatment</p> <ul style="list-style-type: none"> • School nurse • Student Assistance Coordinator (SAC) • Treatment centers <ul style="list-style-type: none"> o Sober living 		<p>e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).</p> <ul style="list-style-type: none"> • 2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors. • 2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance. • 2.3.12.DSDT.2: Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs. • 2.3.12.DSDT.3: Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids). • 2.3.12.DSDT.4: Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free. 	
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<ul style="list-style-type: none">o Halfway houseso Inpatient vs. outpatiento Detoxo Rehabilitation			
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Health – Grade 10

Course of Study Outline

GOAL:

Build students' understanding of Driving Education and preparation for a lifelong skill of safe and defensive driving.

ENDURING UNDERSTANDINGS

- Students will gain understanding of the age requirements for obtaining student permit, provisional license and basic license.
- Students will understand the requirements for the MVC six points of identification.
- Students will gain an understanding of the requirements necessary of them for the basic road test and the reasons for rejection.

ESSENTIAL QUESTIONS

- What is the individual's responsibility with relation to motor vehicles?
- What makes driving a privilege and not a right?
- What career opportunities revolve around the automobile and transportation industry?
- Why is driver and traffic safety important?
- What are safe, skillful and correct habits to use while driving?
- How does alcohol and drugs affect your driving?
- What is your moral and social responsibility for knowing and obeying laws and ordinances?

Unit Topics	New Jersey Student Learning Performance Expectations (NJSPE)	Performance Expectations	Learning Activities, Instructional Framework, Skills Workshops, Tools & Resources
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<p><u>GETTING READY TO DRIVE</u></p> <p>Understanding the Highway Transportation System and Its Regulations</p> <ul style="list-style-type: none"> • People • Vehicles • Roadways • Breakdown in the H.T.S. <ul style="list-style-type: none"> • Other <p>The Driving Task</p> <ul style="list-style-type: none"> • Social skills <ul style="list-style-type: none"> o Attitude • Decision making • Physical skills of driving • IPDE/SIPDE process and application <ul style="list-style-type: none"> • Smith system • The need to participate in driver education <p>Responsibilities of Safe Drivers</p> <ul style="list-style-type: none"> • Physical condition of driver <ul style="list-style-type: none"> • Driver license • Financial responsibilities associated with driving • Maintaining a safe vehicle • Ensuring the safety of others <ul style="list-style-type: none"> o Collisions and their causes <ul style="list-style-type: none"> • Environmental responsibilities • Licensing process <ul style="list-style-type: none"> o Regular o Provisional o Organ donor program 	<p>2.3 Safety</p>	<ul style="list-style-type: none"> • 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). • 2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractions, seatbelt use, the use of hand-held devices). • 2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions. 	<ul style="list-style-type: none"> • Worksheets • Quizzes <ul style="list-style-type: none"> • Tests • Projects • Benchmark questions
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<ul style="list-style-type: none"> o Implied consent programs <p>Sharing the Roadway</p> <ul style="list-style-type: none"> ● Interacting with trucks, tractor trailers, motorcycles, bicycles, mopeds and motor scooters ● Pedestrians and other roadway users <ul style="list-style-type: none"> ● Animals ● Interacting with trucks ● Responsibilities of each user 			
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Unit Topics	New Jersey Student Learning Performance Expectations (NJSPE)	Performance Expectations	Learning Activities, Instructional Framework, Skills Workshops, Tools & Resources
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<p><u>BASIC CAR CONTROL</u></p> <p>Instruments, Controls and Devices</p> <p>Car Controls</p> <p>Devices for Safety</p> <ul style="list-style-type: none"> ● Safety belt ● Passive restraint ● Lights ● Other <p>Transmissions and Gear Selector</p> <ul style="list-style-type: none"> ● Auto ● Standard <p>Preparing to Drive, Pre-Driving Checks</p> <ul style="list-style-type: none"> ● Outside checks ● Getting into the vehicle ● Inside checks <p>Starting, Moving, Stopping</p> <ul style="list-style-type: none"> ● Selector-lever positions ● Starting the engine ● Steering the car <ul style="list-style-type: none"> ○ Hand position ○ Tracking ● Putting the car in motion ● Stopping and securing the car ● Learning the car 	<p>2.3 Safety</p>	<ul style="list-style-type: none"> • 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online. • 2.3.12.PS3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractions, seatbelt use, the use of hand-held devices). • 2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions. 	<ul style="list-style-type: none"> ● Worksheets ● Quizzes ● Tests ● Benchmark Questions ● Projects
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<p>Signs, Signals, and Roadway Markings and Basic Rules for Driving</p> <ul style="list-style-type: none"> ● Traffic signs ● Traffic signals ● Roadway markings ● Speed laws ● Rules of the road <ul style="list-style-type: none"> ○ Hand signals ○ Right of way rules ○ Speed laws 			
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<p>Unit Topics</p>	<p>New Jersey Student Learning Performance Expectations (NJSPE)</p>	<p>Performance Expectations</p>	<p>Learning Activities, Instructional Framework, Skills Workshops, Tools & Resources</p>
<p><u>NATURAL LAWS AND CAR CONTROL</u></p> <p>Gravity and Energy of Motion</p> <p>Friction and Traction</p> <p>Stopping Distances</p> <ul style="list-style-type: none"> ● Perception time and distance ● Reaction time and distance ● Braking distance 	<p>2.3 Safety</p>	<ul style="list-style-type: none"> • 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online. • 2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractions, seatbelt use, the use of hand-held devices). 	<ul style="list-style-type: none"> ● Worksheets ● Quizzes ● Tests ● Benchmark Questions ● Projects

<ul style="list-style-type: none"> • Estimating stopping distance • Factors that influence braking/stopping distance <p>Force of Impact and Restraint Devices</p> <ul style="list-style-type: none"> • Factors that affect force of impact • Energy absorbing safety features in vehicles • Safety belts, airbags and child restraints 		<ul style="list-style-type: none"> • 2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions 	
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Unit Topics	New Jersey Student Learning Performance Expectations (NJSPE)	Performance Expectations	Learning Activities, Instructional Framework, Skills Workshops, Tools & Resources
<p><u>PERFORMING BASIC CAR MANEUVERS</u></p> <p>Steering, Signaling and Changing Lanes</p> <ul style="list-style-type: none"> • Forward • Backward <p>Turns and Turnabouts</p> <ul style="list-style-type: none"> • Hand over hand steering • Right and left turns 	<p>2.3 Safety</p>	<ul style="list-style-type: none"> • 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online. • 2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue 	<ul style="list-style-type: none"> • Worksheets • Quizzes • Tests • Benchmark Questions • Projects

<ul style="list-style-type: none"> ● Backing left and right ● Turning the car around <ul style="list-style-type: none"> ○ Back into driveway ○ Mid-block turn ○ Pull into driveway on left ○ Pull into driveway on right ○ Three-point turn ○ How to decide which turn to use ○ U-turn <p>Parking</p> <ul style="list-style-type: none"> ● Angle parking ● Perpendicular parking ● Parallel parking ● Parking on hills with and without curbs <p>Pulling Out on a Hill</p> <ul style="list-style-type: none"> ● Automatic transmissions ● Standard transmissions 		<p>donation, traffic safety, avoid driving distractions, seatbelt use, the use of hand-held devices).</p> <ul style="list-style-type: none"> ● 2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actio 	
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Unit Topics	New Jersey Student Learning Performance Expectations (NJSPE)	Performance Expectations	Learning Activities, Instructional Framework, Skills Workshops, Tools & Resources
<p><u>NEGOTIATING INTERSECTIONS</u></p> <p>Uncontrolled Intersection</p> <ul style="list-style-type: none"> ● Approach ● Procedures (IPDE) process <p>Controlled Intersections</p> <ul style="list-style-type: none"> ● Stale green light ● Fresh green light ● Yellow lights ● Unprotected left turns ● Turning conflicts <ul style="list-style-type: none"> ○ Pedestrians ○ To rear of vehicle ○ Other ● Turns on red ● Turning procedures and procedures to join traffic <ul style="list-style-type: none"> ○ Right turn ○ Left turn ● Intersections with signs <ul style="list-style-type: none"> ○ Procedures for blocked views ● Crossing traffic through intersections ● Determining right of way <ul style="list-style-type: none"> ○ Yielding 	<p>2.3 Safety</p>	<ul style="list-style-type: none"> • 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online. • 2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractions, seatbelt use, the use of hand-held devices). • 2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actio 	<ul style="list-style-type: none"> ● Worksheets ● Quizzes ● Tests ● Benchmark Questions ● Projects

<p>Driving in Urban Areas</p> <ul style="list-style-type: none"> ● Adjusting to urban traffic ● Use of IPDE process ● Following distances for urban areas <ul style="list-style-type: none"> ○ Advantages ○ 2-second following distance ○ Tailgating management ○ Avoiding conflict <ul style="list-style-type: none"> ▪ Ground sweep ● Techniques for Driving in Traffic <ul style="list-style-type: none"> ○ Covering the brake ○ Adjusting speed ○ Lane selection ○ Lane change ○ Passing ○ Special traffic lane ○ Driving on two-way streets ○ Driving on one-way streets <ul style="list-style-type: none"> ▪ Signaling wrong way drivers ○ Other <p>Driving in Rural Areas</p> <ul style="list-style-type: none"> ● Characteristics of rural traffic ● Use of the IPDE system in rural areas ● Following distances ● Driving on multi-lane roads <ul style="list-style-type: none"> ○ With centerlines ○ Divided roadways ○ Entering multi-lane roads ○ Passing <ul style="list-style-type: none"> ▪ Deciding ▪ Preparing ▪ Execution ▪ No passing situations ▪ Being passed ● Encountering various rural situations <ul style="list-style-type: none"> ○ Slow moving vehicles 			
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- o Animals
- o Oncoming traffic
- o Slow moving vehicles
- o Railroad crossings
- o Other

Expressway Driving

- Advantages and disadvantages of expressway driving
 - o Driver condition
 - o Highway hypnosis
 - o Felicitation
- Interchange types
- Strategies for safe driving while using expressways
 - o Entering
 - Steps for entering
 - Possible programs
 - Acceleration lane
 - Use of IPDE process
 - o Merging
 - o Driving on expressways
 - Lane choice
 - Signs, signals and roadway markings
 - Speed limits
 - Minimum
 - Maximum
 - Common speed
 - Wolf packs
 - o Following distances on expressways
 - 2-second rule
 - Blind spots
 - What to do when followed
 - Expressway safety
 - o Lane changes

<ul style="list-style-type: none"> o Passing and being passed o Exiting expressways <ul style="list-style-type: none"> ▪ Deceleration lanes ▪ Steps to exit ▪ Possible exiting program 			
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Unit Topics	New Jersey Student Learning Performance Expectations (NJSPE)	Performance Expectations	Learning Activities, Instructional Framework, Skills Workshops, Tools & Resources
<p><u>HANDLING EMERGENCIES</u></p> <p>Vehicle Malfunctions</p> <ul style="list-style-type: none"> ● Tire failure (blowouts) ● Tire changing ● Brake failure ● Accelerator malfunctions ● Engine failure ● Steering failures ● Loss of forward vision ● Car fires ● Car stalls on railroad tracks ● Other <p>Driver Errors</p>	2.3 Safety	<ul style="list-style-type: none"> • 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online. • 2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractions, seatbelt use, the use of hand-held devices). • 2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actio 	<ul style="list-style-type: none"> ● Worksheets ● Quizzes ● Tests ● Projects ● Benchmark Questions

<p>Swerving in Emergencies</p> <p>Avoiding Collisions</p> <ul style="list-style-type: none"> ● Minimizing effects ● Head-on collisions ● Side-impact collisions ● Rear-end collision ● Parked car accidents ● What to do in the event of accident ● Other <p>Roadway Hazards</p>			
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Unit Topics	New Jersey Student Learning Performance Expectations (NJSPE)	Performance Expectations	Learning Activities, Instructional Framework, Skills Workshops, Tools & Resources
<p><u>ADVERSE CONDITIONS</u></p> <p>Reduced Visibility</p> <ul style="list-style-type: none"> ● IPDE process ● Sun glare ● Dawn and dusk 	<p>2.3 Safety</p>	<p>• 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).</p>	<ul style="list-style-type: none"> ● Worksheets ● Quizzes ● Tests ● Benchmark Questions ● Projects

<ul style="list-style-type: none"> ● Night driving ● Fog ● Rain ● Snow <p>Reduced Traction</p> <ul style="list-style-type: none"> ● Driving on wet roadways <ul style="list-style-type: none"> ○ Hydroplaning ● Driving techniques on snow and ice, gravel, leaves ● Driving techniques in construction areas <p>Control of Vehicle in a Skid</p> <ul style="list-style-type: none"> ● Sideways skid ● Skid on a curve ● Other <p>Controlled Braking</p> <ul style="list-style-type: none"> ● Anti-lock systems <p>Winter Driving Suggestions</p>		<ul style="list-style-type: none"> ● 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online. ● 2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractions, seatbelt use, the use of hand-held devices). ● 2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actio 	
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Unit Topics	New Jersey Student Learning Performance Expectations (NJSPE)	Performance Expectations	Learning Activities, Instructional Framework, Skills Workshops, Tools & Resources
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<p><u>EFFECTS OF DRIVING CONDITION ON RISK TAKING</u></p> <p>Physical Senses and Driving</p> <ul style="list-style-type: none"> ● Visual acuity <ul style="list-style-type: none"> ○ How vision affects driving abilities ● Color vision/blindness ● Field of vision <ul style="list-style-type: none"> ○ Central ○ Tunnel ○ Peripheral ● Depth perception ● Night blindness ● Glare resistance and recovery time ● Speed smearing <p>Other Senses and Driving</p> <ul style="list-style-type: none"> ● Hearing ● Smell ● Other <p>Decision Making</p> <ul style="list-style-type: none"> ● Risk taking behaviors ● Reducing high risk situations ● Use of cell phones while driving 	<p>2.1 Personal and Mental Health</p> <p>2.3 Safety</p>	<ul style="list-style-type: none"> • 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. • 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood. • 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online. • 2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractions, seatbelt use, the use of hand-held devices). • 2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions 	<ul style="list-style-type: none"> ● Worksheets ● Quizzes ● Tests ● Projects ● Benchmark Questions

<p>Emotions and Their Effect on Driving and IPDE/SIPDE</p> <ul style="list-style-type: none"> • Mental effects • Physical effects • Anger/road rage • Effects on emotions on risk taking • Passengers and emotions • Fatigue • Vehicular suicide <p>Physical Disabilities</p>			
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Unit Topics	New Jersey Student Learning Performance Expectations (NJSPE)	Performance Expectations	Learning Activities, Instructional Framework, Skills Workshops, Tools & Resources
<p><u>ALCOHOL AND OTHER DRUGS AND DRIVING</u></p> <p>Effects of Alcohol on Driver Performance</p> <ul style="list-style-type: none"> • Mental • Physical <p>Synergism of Drugs and Driving Safety</p> <ul style="list-style-type: none"> • Over the counter drugs (OTC) 	<p>2.3 Safety</p>	<ul style="list-style-type: none"> • 2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual’s social, emotional and mental wellness. • 2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., 	<ul style="list-style-type: none"> • Worksheets • Quizzes • Tests • Projects • Benchmark Questions

<ul style="list-style-type: none"> ● Prescription drugs <ul style="list-style-type: none"> ○ Depressants ○ Stimulants ○ Hallucinogens ○ Narcotics <p>Traffic Laws Governing Alcohol and Drug Use</p> <ul style="list-style-type: none"> ● Implied Consent Law <ul style="list-style-type: none"> ○ Test of intoxication ● Levels of intoxication ● Penalties for conviction ● What to do if stopped for DWI <p>Peer Pressure and Drug Use</p> <ul style="list-style-type: none"> ● How to say “no” ● Other <p>Responsible Decision Making Steps</p>		<p>tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).</p> <ul style="list-style-type: none"> • 2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors. 	
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Unit Topics	New Jersey Student Learning Performance Expectations (NJSPE)	Performance Expectations	Learning Activities, Instructional Framework, Skills Workshops, Tools & Resources
<p><u>RESPONSIBILITY OF OWNING A VEHICLE</u></p> <p>Buying a Vehicle</p>	<p>2.3 Safety</p>	<ul style="list-style-type: none"> • 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). 	<ul style="list-style-type: none"> ● Worksheets ● Quizzes ● Tests

<ul style="list-style-type: none"> ● New ● Used ● Financing <p>Insuring a Vehicle</p> <ul style="list-style-type: none"> ● Types of insurance coverage <ul style="list-style-type: none"> ○ No-fault ○ Liability ○ Bodily-injury ○ Comprehensive ○ Collision ○ Other ● Premiums <p>Vehicle Maintenance</p> <ul style="list-style-type: none"> ● Preventative maintenance ● Vehicle inspections 		<ul style="list-style-type: none"> • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online. • 2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractions, seatbelt use, the use of hand-held devices). • 2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actio 	<ul style="list-style-type: none"> ● Projects ● Benchmark Questions
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Unit Topics	New Jersey Student Learning Performance Expectations (NJSPE)	Performance Expectations	Learning Activities, Instructional Framework, Skills Workshops, Tools & Resources
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<p><u>PLANNING TO TRAVEL</u></p> <p>Local Traveling</p> <p>Long Distance Travel</p> <ul style="list-style-type: none"> ● Map reading ● Traveling by trailer or recreational vehicle <p>Vehicle Agencies</p> <ul style="list-style-type: none"> ● AAA ● Other 	<p>2.3 Safety</p>	<ul style="list-style-type: none"> • 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online. • 2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractions, seatbelt use, the use of hand-held devices). • 2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actio 	<ul style="list-style-type: none"> ● Worksheets ● Quizzes ● Tests ● Projects ● Benchmark Questions
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<p>Unit Topics</p>	<p>New Jersey Student Learning Performance Expectations (NJSPE)</p>	<p>Performance Expectations</p>	<p>Learning Activities, Instructional Framework, Skills Workshops, Tools & Resources</p>
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<p><u>UNIFORM VEHICLE CODE FOR NJ MANUAL</u></p> <p>Driver Licenses</p> <ul style="list-style-type: none"> ● Who must have a license ● Types of licenses: Regular ● Driver permits: N.J. Graduated ● Special learner’s permit: N.J. Two Step Program ● Screening tests ● Road tests ● Keeping your license valid <p>Motor Vehicle Registration</p> <ul style="list-style-type: none"> ● Vehicle registration ● License plates ● Vehicle inspection ● Insurance <p>Your Driving Privilege</p> <ul style="list-style-type: none"> ● Mandatory sentences ● Losing your driving privilege ● Breath test ● Driver improvement programs ● Alcohol countermeasures ● The point system ● Rules regarding cell phone use <p>Driver Safety</p>	<p>2.3 Safety</p>	<ul style="list-style-type: none"> • 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online. • 2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractions, seatbelt use, the use of hand-held devices). • 2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actio 	<ul style="list-style-type: none"> ● Worksheets ● Quizzes ● Tests ● Projects
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<ul style="list-style-type: none"> ● NJ seatbelt law ● NJ child restraint laws ● NJ parking regulations ● NJ speed regulations ● NJ passing regulations ● NJ turning regulations ● Accident prevention ● Other 			
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Unit Topics	New Jersey Student Learning Performance Expectations (NJSPE)	Performance Expectations	Learning Activities, Instructional Framework, Skills Workshops, Tools & Resources
<p><u>PREPARATION FOR STATE QUALIFYING EXAM FOR DRIVERS</u></p> <p>Preparing for Exam</p> <ul style="list-style-type: none"> ● Knowledge ● Steps for in-vehicle test <p>Taking the New Jersey High School Driver Education Exam</p>	2.3 Safety	<ul style="list-style-type: none"> • 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online. • 2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractions, seatbelt use, the use of hand-held devices). 	<ul style="list-style-type: none"> ● Worksheets ● Quizzes ● Tests ● Projects

<p>Certification of Passing Grade (Permit Card)</p> <ul style="list-style-type: none"> • Copy filed in student permanent record file • Follow-up of letter from Guidance Department for insurance discount 		<ul style="list-style-type: none"> • 2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions 	
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Unit Topics	New Jersey Student Learning Performance Expectations (NJSPE)	Performance Expectations	Learning Activities, Instructional Framework, Skills Workshops, Tools & Resources
<p><u>CHEMICAL HEALTH EDUCATION</u></p> <p>Alcohol, Tobacco, Anabolic Steroids, and Drug Abuse Information</p> <ul style="list-style-type: none"> • Review of classification system for drugs and their effects on the body • Short-and-long-term effects of alcohol, tobacco and drugs on the body, behavior and relationships <ul style="list-style-type: none"> ◦ Relationship of drug use to AIDS ◦ Importance of abstinence ◦ Examination of myths surrounding alcohol and drug use/abuse and addiction • Effect of alcohol/drug use on driving 	<p>2.3 Safety</p>	<p>2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.</p> <ul style="list-style-type: none"> • 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful. • 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety. 	<ul style="list-style-type: none"> • Worksheets • Quizzes • Tests • Projects

<ul style="list-style-type: none"> ● Laws relating to use, sale and possession of alcohol and drugs relating to driving ● Recognition of the early signs of chemical dependency ● School and community intervention for dealing with alcohol/drug problems (SAC) ● Identification of community treatment resources for chemically dependent persons and their families ● Alternatives to alcohol/drug use ● Review of refusal skills <p>Self-Awareness and Interpersonal Skills</p> <ul style="list-style-type: none"> ● Relationship between self-image, values and behavior ● Identification and analysis of positive adult role models ● Managing stress ● Recognition of ways to relieve stress through non-alcoholic/other drug-involved means ● Recognition of warning signs of a potential suicide ● Intervention in a suicidal crisis ● Use of decision-making strategies to resolve conflicts ● Practice skills for maintaining interpersonal relationships 			
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Health – Grade 11

Course of Study Outline

GOAL:

Build students' understanding of Anatomy and Physiology, Personal Health, Emotional and Chemical Health

ENDURING UNDERSTANDINGS

- Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.
- External pressures and opportunities that present themselves may influence a person to become sexually active.
- Learning about sexuality and discussing sexual issues is critical for sexual health, but is a sensitive and challenging process.
- Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.

ESSENTIAL QUESTIONS

- What are the consequences of our choices in terms of wellness?
- Where do I go to access information about good health services?
- Why does the United States have such a high incidence of unintended pregnancies and sexually transmitted infections?
- How do you know when you are ready to have a child?
- To what extent can we keep ourselves disease free?
- How does consuming food positively or negatively effect a person's wellness?

Unit Topics	New Jersey Student Learning Performance Expectations (NJSPE)	Performance Expectations	Learning Activities, Instructional Framework, Skills Workshops, Tools & Resources
<p>Nutrition</p> <p>Fundamentals of Nutrition</p> <ul style="list-style-type: none"> • The balance of food intake and exercise is a vitally important component of nutritional 	<p>2.2 Nutrition</p>	<ul style="list-style-type: none"> • 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. • 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. 	<ul style="list-style-type: none"> • Worksheets • Quizzes • Tests • Projects

<p>wellness, and is tempered by factors like age, lifestyle, and family history.</p>		<ul style="list-style-type: none"> • 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one’s health and fitness. • 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan. • 2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases. 	
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<p style="text-align: center;">Unit Topics</p>	<p style="text-align: center;">New Jersey Student Learning Performance Expectations (NJSPE)</p>	<p style="text-align: center;">Performance Expectations</p>	<p style="text-align: center;">Learning Activities, Instructional Framework, Skills Workshops, Tools & Resources</p>
<p><u>PERSONAL HEALTH</u></p> <p>Fundamentals of Personal Health</p> <ul style="list-style-type: none"> • Concepts of holistic health <ul style="list-style-type: none"> o Physical well-being o Mental well-being • Habits of good health <ul style="list-style-type: none"> o Physical examination o Personal plan to reduce health risks 	<p style="text-align: center;">2.1 Personal and Mental Health</p>	<ul style="list-style-type: none"> • 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. • 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood. 	<ul style="list-style-type: none"> • Worksheets • Quizzes • Tests • Projects

<ul style="list-style-type: none"> • Self-confidence and self-esteem • Relationship of health and personal appearance • Hygiene 			
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Unit Topics	New Jersey Student Learning Performance Expectations (NJSPE)	Performance Expectations	Learning Activities, Instructional Framework, Skills Workshops, Tools & Resources
<p><u>ANATOMY AND PHYSIOLOGY OF BODY SYSTEMS</u></p> <p>Structure, Function, and Care of Body Systems</p> <ul style="list-style-type: none"> • Circulatory • Respiratory • Digestive • Nervous • Endocrine • Musculoskeletal • Excretory • Reproductive <ul style="list-style-type: none"> o Effects of drugs, alcohol and tobacco on pregnancy • Integumentary <p>Review of Life Cycle, Growth and Development</p> <ul style="list-style-type: none"> • Nutritional principles <p>Effects of Environment on Body Systems</p> <ul style="list-style-type: none"> • Effects of deprivation of needs 	<p>2.1 Personal and Mental Health</p> <p>2.2 Physical Wellness</p> <p>2.3 Safety</p>	<ul style="list-style-type: none"> • 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. • 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood. • 2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine). 2.3.12.HCDM.2: Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body. • 2.3.12.HCDM.3: Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP). 	<ul style="list-style-type: none"> • Worksheets • Quizzes • Tests • Projects

<ul style="list-style-type: none"> ● Effects of pollutants ● Relationship of environment to illness/disease or well-being <p>Effects of Illness, Disease and Injury on Body Systems</p> <ul style="list-style-type: none"> ● Types of diseases <ul style="list-style-type: none"> ○ Infectious ○ Chronic ○ Disabling ● Causes and prevention of illness, disease, and injuries <ul style="list-style-type: none"> ○ Heart disease ○ Cancer ○ Common cold ○ Tuberculosis ○ Common childhood diseases ○ Lyme disease ○ Sexually transmitted diseases and infections <ul style="list-style-type: none"> ▪ AIDS ▪ Other ○ Alcoholism <ul style="list-style-type: none"> ▪ Primary and secondary risk factors ○ Other diseases ○ Injuries <ul style="list-style-type: none"> ▪ Importance of safety and accident prevention/ fire prevention ● Importance of physical fitness <ul style="list-style-type: none"> ○ Exercise and recreation ○ Diet, nutrition, and eating disorders ○ Sleep 		<ul style="list-style-type: none"> • 2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,). • 2.3.12.HCDM.5: Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis). 2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer’s, panic disorders, eating disorders, impulse disorders). 	
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<ul style="list-style-type: none"> o Good health habits/nutrition plan <ul style="list-style-type: none"> ▪ Understanding the food pyramid ▪ Development a personal nutrition plan o Effect on growth and development o Management of stress 			
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Unit Topics	New Jersey Student Learning Performance Expectations (NJSPE)	Performance Expectations	Learning Activities, Instructional Framework, Skills Workshops, Tools & Resources
<p><u>MENTAL AND EMOTIONAL HEALTH</u></p> <p>Basic Emotions</p> <ul style="list-style-type: none"> ● Needs and drives ● Expression of emotions ● Control of emotions ● Cultural/personal considerations <p>Developing Health Patterns of Behavior</p> <ul style="list-style-type: none"> ● The healthy personality <ul style="list-style-type: none"> o Coping with stress o Maturity o Developing self-esteem o Recognition of effect of short-term decisions on 	<p>2.1 Personal and Mental Health</p>	<ul style="list-style-type: none"> • 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. • 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood. 	<ul style="list-style-type: none"> ● Worksheets ● Quizzes ● Tests ● Projects

<p>long-term goals (consequences of actions)</p> <ul style="list-style-type: none"> ● The unhealthy personality <ul style="list-style-type: none"> ○ Symptoms of mental illness ○ Preventative measures ● Conformity ● Individuality ● Effect of values and attitudes on well-being ● Self-image and the relationship between self-image, behavior and lifestyle ● Management of stress and adjustment to change <ul style="list-style-type: none"> ○ Problem solving ○ Suicide prevention ○ Intervention in a suicidal crisis ○ School and community resources 			
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Unit Topics	New Jersey Student Learning Performance Expectations (NJSPE)	Performance Expectations	Learning Activities, Instructional Framework, Skills Workshops, Tools & Resources
<p><u>CHEMICAL HEALTH EDUCATION</u> <u>(10 hours minimum)</u></p> <p>Drugs</p>	<p>2.1 Personal and Mental Health</p> <p>2.2</p>	<p>• 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</p>	<ul style="list-style-type: none"> ● Worksheets ● Quizzes ● Tests ● Projects

<ul style="list-style-type: none"> ● Types of drugs/classification (review) ● Effects of drugs on body functions ● Chemical dependency ● Relationship of drug abuse to accidents, crime and suicide ● Laws and regulations (i.e.: substance use, sale, possession) ● Drug treatment and prevention services <ul style="list-style-type: none"> ○ Refusal skills ○ Community treatment resources ● Risk factors and impact of use/abuse of drugs on AIDS <ul style="list-style-type: none"> ○ Needle exchange programs ○ Shared needles <p>Alcohol</p> <ul style="list-style-type: none"> ● Patterns of alcohol use <ul style="list-style-type: none"> ○ Non-use ○ Use ○ Misuse ○ Abuse ○ Effects of use on behavior, sexuality, and social relationships ● Alcoholism <ul style="list-style-type: none"> ○ Causes, preventions, treatment and recovery ○ Sobriety ○ Effects on human behavior and social relationships 	<p>Physical Wellness</p> <p>2.3 Safety</p>	<ul style="list-style-type: none"> ● 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood. ● 2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits. ● 2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights. ● 2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans. ● 2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition) ● 2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine). ● 2.3.12.HCDM.2: Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body. ● 2.3.12.HCDM.3: Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP). ● 2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer). 	
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<ul style="list-style-type: none"> o Dynamics of coping strategies for living in a chemically dependent family • Effects of alcoholism on body functions <ul style="list-style-type: none"> o Physical o Psychological • Relationship of alcohol abuse to accidents, crime, and suicide • Alcohol and drug treatment and prevention • Impact of use of alcohol on AIDS • Laws and regulations (i.e.: sale, use, possession of alcohol) <p>Tobacco</p> <ul style="list-style-type: none"> • Nicotine • Effects of smoking and tobacco abuse on body functions <ul style="list-style-type: none"> o Physical o Psychological • Relationship of smoking to disease <ul style="list-style-type: none"> o Cancer o Heart disease o Respiratory disease • Hazards to nonsmokers <ul style="list-style-type: none"> o Secondhand smoke • Anti-smoking agencies and services <p>Decision Making</p>		<ul style="list-style-type: none"> • 2.3.12.HCDM.5: Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis). 2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders). 	
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<ul style="list-style-type: none">Practice decision-making process and develop refusal skills (i.e.: substance use)			
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Health – Grade 12

Course of Study Outline

GOAL:

Students will understand essential health concepts in order to transfer knowledge into healthy actions. Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.

ENDURING UNDERSTANDINGS

- Applying first-aid procedures can minimize injury and save lives.
- There is a strong correlation between people who abuse drugs and increased intentional and unintentional health-risk behaviors.
- Substance abuse is caused by a variety of factors.
- The values acquired from family, culture, personal experiences, and friends impact all types of relationships.
- Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood.
- Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.

ESSENTIAL QUESTIONS

- How do I assess an emergency situation?
- What do I do if I find someone, not breathing?
- How can someone determine his or her individual and family needs for financial protection?
- What constitutes a wise financial decision, and how do individuals make educated choices about spending?
- How can I determine if someone has a sprain, strain or fracture?

Unit Topics	New Jersey Student Learning Performance Expectations (NJSPE)	Performance Expectations	Learning Activities, Instructional Framework, Skills Workshops, Tools & Resources
<p><u>BASIC FIRST AID</u></p> <p>Introduction to Personal First Aid</p> <ul style="list-style-type: none"> ● Development of proper safety attitudes and responsibility for the welfare of others, 	<p align="center">2.1 Personal and Mental Health</p> <p align="center">2.3 Safety</p>	<p>2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).</p>	<ul style="list-style-type: none"> ● Worksheets ● Quizzes ● Tests ● Projects ● Scenarios to act out

<ul style="list-style-type: none"> ● First Aid Supplies <ul style="list-style-type: none"> ○ Shop Kits ○ Home Medicine Cabinets ○ Car and Camping Kits ● Related Careers <p>Diagnostic Signs and Symptoms Requiring First Aid, and First Aid Applications</p> <ul style="list-style-type: none"> ● Air Way Obstruction ● Pulmonary Arrest ● Cardiac arrest, Heart attack, or stroke ● Shock ● Bleeding ● Burns ● Soft Tissue Injuries ● Fractures and Dislocations ● Poisons ● Stings and Bites ● Unconscious States ● Emergency Childbirth ● Other <p>Recommended First Aid Applications or Procedures for Each Problem</p> <ul style="list-style-type: none"> ● Resuscitation ● Control of bleeding ● Infection control <ul style="list-style-type: none"> ○ Relationship to AIDS ○ Awareness of possible hazards (universal barrier) ● Other 		<p>2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).</p>	
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<p>Electrical Hazards</p> <ul style="list-style-type: none"> ● Electrical Burns ● Electrical Shock ● Rescue and Care <p>Poisoning</p> <ul style="list-style-type: none"> ● Gas Poisoning ● Poisoning by Ingestion ● Prevention and Care <p>Occupational Hazards</p> <ul style="list-style-type: none"> ● Injury to eyes and hands ● Skin irritations ● Inhalation of toxic fumes ● Respiratory ailments ● Prevention and Care <p>Shock (Traumatic)</p> <ul style="list-style-type: none"> ● Causes and Symptoms of shock ● Care and Aid <p>Other Problems Requiring First Aid</p> <ul style="list-style-type: none"> ● Drug overdose ● Alcohol overdose ● Fractures <ul style="list-style-type: none"> ○ Types of first aid equipment and bandages ● Sprains ● Dislocations ● Prevention and care 			
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Concepts	Unit Topics	New Jersey Student Learning	Performance Expectations	Learning Activities, Instructional Framework,
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		Performance Expectations (NJSPE)		Skills Workshops, Tools & Resources
Personal Safety	<p><u>COMMON ACCIDENTS IN SHOP OR HOME</u></p> <p>Foreign Particles in Eyes, Ears, Nose or Throat</p> <p>Fainting and Nausea Nose Bleeds</p> <p>Incise Wounds, Lacerations, and Puncture</p> <p>Wood or Metal Splinters Burns from Acids</p> <p>Prevention and Care</p> <ul style="list-style-type: none"> • Shop protective clothing and protective equipment <p>Limitations of non-certified First Aider</p>	2.3 Safety	2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).	<ul style="list-style-type: none"> • Worksheets • Quizzes • Tests • Projects • Scenarios to act out

	Unit Topics	New Jersey Student Learning Performance	Performance Expectations	Learning Activities, Instructional Framework, Skills
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Concepts		Expectations (NJSPE)		Workshops, Tools & Resources
2.3 Personal Safety	<p><u>INFECTIONS FROM BITES AND WOUNDS</u></p> <ul style="list-style-type: none"> ● Animal Bites <ul style="list-style-type: none"> ○ Threat of rabies ● Insect Bites and Stings ● Infected Wounds ● Prevention and Care 	2.3 Safety	2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).	<ul style="list-style-type: none"> ● Worksheets ● Quizzes ● Tests ● Projects ● Scenarios to act out

Concepts	Unit Topics	New Jersey Student Learning Performance Expectations (NJSPE)	Performance Expectations	Learning Activities, Instructional Framework, Skills Workshops, Tools & Resources
2.3 Personal Safety 2.1 Health Conditions, Diseases, and Medicines	<p><u>ILL EFFECTS OF EXTREME HEAT AND COLD</u></p> <p>Frostbite</p> <p>Heat Exhaustion</p> <p>Hypothermia</p> <p>Prevention and Care</p>	2.1 Personal and Mental Health 2.3 Safety	2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). 2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.	<ul style="list-style-type: none"> ● Worksheets ● Quizzes ● Tests ● Projects ● Scenarios to act out

Concepts	Unit Topics	New Jersey Student Learning Performance Expectations (NJSPE)	Performance Expectations	Learning Activities, Instructional Framework, Skills Workshops, Tools & Resources
Personal Safety	<p><u>COMMON ACCIDENTS AT HOME</u></p> <p>Falls</p> <p>Poisoning</p> <p>Choking</p> <ul style="list-style-type: none"> • Heimlich Maneuver <p>Burns</p> <p>Injuries from Mechanical or Electrical Equipment</p> <p>Prevention and Care</p>	<p>2.3 Alcohol, Tobacco and Other Drugs</p> <p>2.3 Health Conditions, Diseases and Medicines</p>	<p>2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.</p> <p>2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.</p>	<ul style="list-style-type: none"> • Worksheets • Quizzes • Tests • Projects • Benchmark Questions

Concepts	Unit Topics	New Jersey Student Learning Performance Expectations (NJSPE)	Performance Expectations	Learning Activities, Instructional Framework, Skills Workshops, Tools & Resources
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<p>2.3 Personal Safety</p> <p>Health Conditions, Diseases, and Medicines</p>	<p><u>HAZARDS AT VACATION HOME</u></p> <p>Drowning</p> <p>Boating Accidents</p> <p>Camping Accidents</p> <p>Prevention and Care</p>	<p>2.3 Safety</p>	<p>2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).</p>	<ul style="list-style-type: none"> ● Worksheets ● Quizzes ● Tests ● Projects ● Scenarios to act out
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<p>Concepts</p>	<p>Unit Topics</p>	<p>New Jersey Student Learning Performance Expectations (NJSPE)</p>	<p>Performance Expectations</p>	<p>Learning Activities, Instructional Framework, Skills Workshops, Tools & Resources</p>
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<p>Health Conditions, Diseases, and Medicines</p> <p>Alcohol, Tobacco and other drugs</p>	<p><u>OTHER PROBLEMS REQUIRING FIRST AID</u></p> <p>Drug Overdose</p> <p>Alcohol Overdose</p> <p>Fractures</p> <ul style="list-style-type: none"> Types of First Aid equipment and bandages <p>Sprains</p> <ul style="list-style-type: none"> Types of First Aid equipment and bandages <p>Dislocations</p> <p>Prevention</p> <p>Limitation of Uncertified First Aider</p>	<p>2.3 Safety</p>	<p>2.3.12.HCDM.2: Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body.</p> <p>2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual’s social, emotional and mental wellness.</p> <p>2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).</p> <p>2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.</p>	<ul style="list-style-type: none"> Worksheets Quizzes Tests Projects Scenarios to act out
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Concepts	Unit Topics	New Jersey Student Learning Performance	Performance Expectations	Learning Activities, Instructional Framework, Skills
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		Expectations (NJSPE)		Workshops, Tools & Resources
2.1 Emotional Health	<p><u>HEALTH MAINTENANCE AND INTERRELATIONSHIPS</u></p> <p>Importance of Physical and Mental Well-Being</p> <ul style="list-style-type: none"> ● Development of healthy patterns of behavior <p>Coping with Stress and Handling Personal and Family Changes and Crises</p> <ul style="list-style-type: none"> ● Functions of the family <ul style="list-style-type: none"> ○ Members and their roles ○ Family lifestyles ○ Ritual behavior in family and structures ○ Changes and their effects on family structures ● Review of dating and engagement ● Marriage <ul style="list-style-type: none"> ○ Pre-marital plans/planning a wedding ○ The marriage relationship ○ NJ marriage laws ○ Myths about marriage ○ Issues and conflicts in the marriage relationship ● Review of decision-making model (i.e.: family changes) ● Money management <ul style="list-style-type: none"> ○ Family financial plan <ul style="list-style-type: none"> ▪ Budget ▪ Short-term and long-range plans 	2.1 Personal and Mental Health	<p>2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</p> <p>2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.</p> <p>2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).</p>	<ul style="list-style-type: none"> ● Worksheets ● Quizzes ● Tests ● Projects ● Scenarios to act out

	<ul style="list-style-type: none"> o Shopping for food, clothing, housing o Credit and banking services ● Crisis in family life <ul style="list-style-type: none"> o Loss of income o Illness or injury o Disability o Death <ul style="list-style-type: none"> ▪ Emotional response to loss ▪ Suicide o Divorce o Alcoholism, tobacco and drug use o New family member o Conflicts over money o Other ● Methods of coping with or counteracting effects of crisis <p>Development of Responsibility (Particularly Relating to Parenting)</p> <ul style="list-style-type: none"> ● Responsible personal behavior ● Responsible parenting <ul style="list-style-type: none"> o Planning for parenthood o Advantages and disadvantages of being a parent o Single parenting o Responsible parental role behavior o Ages and stages of child development and functions at each stage (review) o Abuses in family relationships 			
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	<ul style="list-style-type: none"> ▪ Effect of alcoholism and chemical dependency ▪ Abuses within family 			
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Concepts	Unit Topics	New Jersey Student Learning Performance Expectations (NJSPE)	Performance Expectations	Learning Activities, Instructional Framework, Skills Workshops, Tools & Resources
<p>Alcohol, Tobacco and Other Drugs</p> <p>Dependency/Substance Disorder, and Treatment</p>	<p><u>CHEMICAL HEALTH EDUCATION</u></p> <p>Alcoholism, Tobacco Abuse and Drug Abuse</p> <ul style="list-style-type: none"> ● History and Cultural Roles ● Social situations and crises ● Decision making: substance use/abuse ● Impact on family ● Coping strategies for living in a chemically dependent family ● Hazards of smokeless 	<p>2.3 Alcohol, Tobacco and Other Drugs</p>	<p>2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual’s social, emotional and mental wellness.</p> <p>2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).</p> <p>2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.</p>	<ul style="list-style-type: none"> ● Worksheets ● Quizzes ● Tests ● Projects ● Benchmark Questions

	tobacco and effects of secondhand smoke <ul style="list-style-type: none"> • Problems of alcohol, anabolic steroids, and other drug use/abuse in the workplace • Laws and Regulations: School Alcohol and Drug Abuse Policy for students • School Intervention Services 			
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Concepts	Unit Topics	New Jersey Student Learning Performance Expectations (NJSPE)	Performance Expectations	Learning Activities, Instructional Framework, Skills Workshops, Tools & Resources
	<u>ENVIRONMENTAL HEALTH</u> Issues and Hazards Agencies, Resources, and Disaster Control	2.1 Community Health Services and Support	2.1.12.CHSS.5:Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).	<ul style="list-style-type: none"> • Worksheets • Quizzes • Tests • Projects

Personal Safety	<p>Organizations and Their Services</p> <ul style="list-style-type: none"> ● Environmental Protection Agency ● Civil Defense ● American Red Cross ● First Aid Squad ● Hospital Emergency Rooms ● Other <p>Impact</p> <ul style="list-style-type: none"> ● Personal ● Social ● Economic <p>Protection of Environment</p> <p>Careers Related to Environmental Health</p>		2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.	
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2020 New Jersey Student Learning Standards – Computer Science and Design Thinking

8.1 Computer Science by the End of Grade 12

Computing Systems

Core Idea	Performance Expectations
The usability, dependability, security, and accessibility of devices within integrated systems are important considerations in their design as they evolve.	8.1.12.CS.1: Describe ways in which integrated systems hide underlying implementation details to simplify user experiences.
A computing system involves interaction among the user, hardware, application software, and system software.	<ul style="list-style-type: none"> • 8.1.12.CS.2: Model interactions between application software, system software, and hardware.

	<ul style="list-style-type: none"> • 8.1.12.CS.3: Compare the functions of application software, system software, and hardware.
Successful troubleshooting of complex problems involves multiple approaches including research, analysis, reflection, interaction with peers, and drawing on past experiences.	8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.

Networks and the Internet

Core Idea	Performance Expectations
The scalability and reliability of the Internet are enabled by the hierarchy and redundancy in networks. Network topology is determined by many characteristics.	8.1.12.NI.1: Evaluate the scalability and reliability of networks, by describing the relationship between routers, switches, servers, topology, and addressing.
Network security depends on a combination of hardware, software, and practices that protect data while it is at rest, in transit, and in use. The needs of users and the sensitivity of data determine the level of security implemented. Advanced attacks take advantage of common security vulnerabilities.	<ul style="list-style-type: none"> • 8.1.12.NI.2: Evaluate security measures to address various common security threats. • 8.1.12.NI.3: Explain how the needs of users and the sensitivity of data determine the level of security implemented. • 8.1.12.NI.4: Explain how decisions on methods to protect data are influenced by whether the data is at rest, in transit, or in use.

Impacts of Computing

Core Idea	Performance Expectations
The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.	• 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

	<ul style="list-style-type: none"> • 8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits. • 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
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Data & Analysis

Core Idea	Performance Expectations
<p>Individuals select digital tools and design automated processes to collect, transform, generalize, simplify, and present large data sets in different ways to influence how other people interpret and understand the underlying information.</p>	<p>8.1.12.DA.1: Create interactive data visualizations using software.</p>
<p>Choices individuals make about how and where data is organized and stored affects cost, speed, reliability, accessibility, privacy, and integrity.</p>	<ul style="list-style-type: none"> • 8.1.12.DA.2: Describe the trade-offs in how and where data is organized and stored. • 8.1.12.DA.3: Translate between decimal numbers and binary numbers. • 8.1.12.DA.4: Explain the relationship between binary numbers and the storage and use of data in a computing device.
<p>Large data sets can be transformed, generalized, simplified, and presented in different ways to influence how individuals interpret and understand the underlying information.</p>	<p>8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.</p>

The accuracy of predictions or inferences made from a computer model is affected by the amount, quality, and diversity of data.	8.1.12.DA.6: Create and refine computational models to better represent the relationships among different elements of data collected from a phenomenon or process.
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Algorithms & Programming

Core Idea	Performance Expectations
Individuals evaluate and select algorithms based on performance, reusability, and ease of implementation.	8.1.12.AP.1: Design algorithms to solve computational problems using a combination of original and existing algorithms.
Programmers choose data structures to manage program complexity based on functionality, storage, and performance trade-offs.	8.1.12.AP.2: Create generalized computational solutions using collections instead of repeatedly using simple variables.

Core Idea	Performance Expectations
Trade-offs related to implementation, readability, and program performance are considered when selecting and combining control structures.	<ul style="list-style-type: none"> • 8.1.12.AP.3: Select and combine control structures for a specific application based upon performance and readability, and identify trade-offs to justify the choice. • 8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.
Complex programs are designed as systems of interacting modules, each with a specific role, coordinating for a common overall purpose. Modules allow for better management of complex tasks.	<ul style="list-style-type: none"> • 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects. • 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

Complex programs are developed, tested, and analyzed by teams drawing on the members' diverse strengths using a variety of resources, libraries, and tools.

- 8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.
- 8.1.12.AP.8: Evaluate and refine computational artifacts to make them more usable and accessible.
- 8.1.12.AP.9: Collaboratively document and present design decisions in the development of complex programs.