



# PISCATAWAY TOWNSHIP SCHOOLS

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**Content Area:** Health and Physical Education

**Grade Span:** 6-8

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## HEALTH COURSE OVERVIEW

| <b>Description</b>   |  |         |
|--|--|---------|
| <p>Health education is a required component for students in all grades. Students will be introduced to concepts and skills needed for a healthy life. Middle school health will provide students with critical knowledge during a crucial period in their lives. The health courses will teach students to take care of their minds, their bodies and their relationship with others. As with any school subject, each year students will learn skills that build on the previous year's lessons.</p>  |  |         |
| <b>Goals</b>   |  |         |
| <p>The goal of the Piscataway Township School's Health and Physical Education Department is to prepare students to function optimally as global citizens and workers by aligning with a contemporary view of health and physical education which focuses on taking personal responsibility for one's health through an active, healthy lifestyle that fosters a lifelong commitment to wellness. We continue to help students acquire functional health knowledge, and strengthen attitudes, beliefs and the skills necessary to adopt and maintain healthy behaviors throughout life.</p> |  |         |
| <b>Scope and Sequence - HEALTH</b>   |  |         |
| Unit   | Topic                                  | Length  |
| UNIT 1   | Fitness and Nutrition                  | 2 weeks |
| UNIT 2   | Alcohol, Tobacco and Drugs             | 2 weeks |
| UNIT 3   | Social and Emotional Health            | 2 weeks |
| UNIT 4   | Human Relationships and Sexuality      | 2 weeks |
| UNIT 5   | Safety, Diseases and Health Conditions | 2 weeks |
| <b>Resources</b>   |  |         |
| <p><b>Suggested Resources:</b><br/> <a href="http://www.state.nj.us/education/aps/cccs/chpe/">http://www.state.nj.us/education/aps/cccs/chpe/</a><br/> <a href="https://www.cdc.gov/">https://www.cdc.gov/</a><br/> <a href="http://www.njahperd.org/">http://www.njahperd.org/</a><br/> <a href="http://www.acsm.org/">http://www.acsm.org/</a><br/> <a href="https://www.nutrition.gov/">https://www.nutrition.gov/</a></p>  |  |         |

## HEALTH UNIT 1: FITNESS AND NUTRITION

| <b>Summary and Rationale</b>  |  |
|---|--|
| Many factors can influence an individual’s choices when selecting a balanced meal plan, which can affect nutritional wellness. Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness. |  |
| <b>Recommended Pacing</b>   |  |
| Two weeks per grade level   |  |
| <b>State Standards</b>  |  |
| <b>Standard 2.2 PHYSICAL WELLNESS: Nutrition (N), Lifelong Fitness (LF), Physical Fitness (PF)</b>  |  |
| CPI #   | Cumulative Progress Indicator (CPI)  |
| 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, balanced nutrition).  |
| 2.2.8.LF.1  | Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.   |
| 2.2.8.LF.2  | Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one’s lifetime.   |
| 2.2.8.LF.3  | Explore by leading yourself and others to experience and participate in different cultures' physical fitness activities.   |
| 2.2.8.LF.4  | Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.   |
| 2.2.8.LF.5  | Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities.                           |
| 2.2.12.PF.1   | Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime                                     |
| 2.2.12.PF.2   | Respect and appreciate all levels of ability and encourage with care during all physical activities.   |
| 2.2.12.PF.3   | Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness. |
| 2.2.12.PF.4   | Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).          |
| 2.2.12.PF.5   | Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.  |

## Instructional Focus

### Unit Enduring Understandings

- Applying safe and effective fitness concepts affects wellness.
- Making consistent healthy nutritional choices affects wellness.
- A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).
- Effective fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.
- Community resources can provide participation in physical activity for self and family members.
- Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.

### Unit Essential Questions

- How does your knowledge of wellness and decision-making skills impact your quality of life?
- How can you maintain nutritional balance considering the environmental influences that impact your lifestyle?
- How can we relate advances in technology to maintaining and improving nutritional habits?
- How can we use technology to have a better understanding of how proper nutrition affects our bodies?
- How do the health-related decisions made affect one's ability to reach personal health goals?
- Why is it important to be aware of the various health resources available and how to access them?
- Why is it important to understand the mechanics of a skill?
- What does it mean to be fit?
- How does fitness affect your overall lifestyle?
- How does your overall lifestyle affect your fitness and wellness?
- How can exercising or playing games with friends or a group of people help you maintain a healthy lifestyle?
- How can exercise be a social event?

### Objectives

#### Students will know:

- that food choices impact our health and wellness goals.
- how proper nutrition can help contribute to overall wellness.
- awareness of surroundings to reduce or eliminate risks.
- health literacy and resources available to answer their health related questions.
- basic mechanics of movement skills necessary for the specific movement or activity.
- how proper nutrition can help maintain the components of fitness.
- exposing your body to a variety of fitness activities challenges the mind and body.
- staying healthy and maintaining wellness is a lifelong process
- decisions we make affect our health and wellness goals.
- the importance of researching fitness and wellness resources and products.
- how performing a variety of fitness activities can enhance personal fitness status.
- how performing a variety of recreational and social activities can enhance personal fitness status.
- that staying healthy and maintaining wellness is a lifelong process.

#### Students will be able to:

- explain how genetics, environment and personal lifestyle choices impact their personal growth and development
- relate how advances in technology help to maintain and improve one's personal health
- identify the components of a balanced meal as it relates to the food pyramid and My Plate
- create a balanced nutritional meal plan using the food pyramid and My Plate as a guide

- analyze the nutritional value of food products and supplements to make informed choices
- create and maintain a healthy food diary in real time.
- use technology to identify body composition and healthy weight management strategies
- understand BMI and Body Composition
- evaluate health literacy and resources to determine validity
- analyze situations that require assistance from trusted adults and health professionals
- identify valid resources for help with health concerns.
- describe types of health resources available in the community
- use technology to track and assess their own personal health data to improve their overall wellness.
- set personal fitness and wellness goals
- use their knowledge to match their needs with available fitness and wellness resources

## Resources

### Suggested Resources:

- [OPEN Physical Education Modules \(6–8\)](#)
- [Unified Physical Education and Physical Activity \(K–12\)](#)
- [All Kids Bike](#)
- [Health moves minds SEL \(K-12\)](#)
- [United States Tennis Association Teachers Resources](#)
- [National Alliance for Eating Disorders \(K–12\)](#)
- [National Eating Disorder Educators Toolkit \(K–12\)](#)
- [Rutgers New Jersey Health Kids Initiative \(K–12\)](#)
- <https://www.hhs.gov/programs/prevention-and-wellness/nutrition-and-fitness/index.html>
- <https://www.nutrition.gov/>
- <https://www.cdc.gov/>
- <https://www.Acsm.org>
- <https://www.mypyramid.gov>
- <https://www.eatright.org>

## HEALTH UNIT 2: ALCOHOL, TOBACCO AND DRUGS

| <b>Summary and Rationale</b>   |  |
|--|--|
| <p>The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.</p> <p>A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, and environment) and a wide variety of treatment options are available depending on the needs of the individual.</p> <p>The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.</p> |  |
| <b>Recommended Pacing</b>  |  |
| Two weeks per grade level  |  |
| <b>State Standards</b>   |  |
| <b>Standard 2.3 Safety - (A)Alcohol (T)Tobacco (D)Drugs / (D)Dependency (SD)Substances Disorder (T)Treatment</b>   |  |
| CPI #  | Cumulative Progress Indicator (CPI)  |
| 2.3.8.ATD.1  | Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically. 2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse. |
| 2.3.8.ATD.3  | Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.  |
| 2.3.8.ATD.4  | Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.   |
| 2.3.8.ATD.5  | Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.  |
| 2.3.8.DSDT.1   | Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.  |
| 2.3.8.DSDT.2   | Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.  |
| 2.3.8.DSDT.3   | Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.  |
| 2.3.8.DSDT.4   | Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.   |
| 2.3.8.DSDT.5   | Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.  |
| <b>Instructional Focus</b>   |  |
| <b>Unit Enduring Understandings</b>  |  |
| <ul style="list-style-type: none"> <li>• Medicines are used for numerous reasons and should be taken as directed.</li> <li>• Use of tobacco, alcohol and other drugs has long range effects on illness, disease and a person's ability to make sound choices that directly impact their personal health.</li> </ul>  |  |

- It is important to recognize substance abuse in yourself and others and seek appropriate professional assistance.
- The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.
- A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, and environment) and a wide variety of treatment options are available depending on the needs of the individual.
- The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.

### **Unit Essential Questions**

- Why is it important to know the uses and side effects of over the counter, prescription medicine and herbal supplements?
- How can Alcohol, tobacco and other drugs hinder your success in achieving personal health goals?
- What is the connection between alcohol, tobacco and other drug use to other intentional and unintentional health risk behaviors?
- How does drug dependency impact a person’s ability to maintain a healthy active lifestyle?
- How does a person’s environment contribute to the decisions that lead to dependency?

### **Objectives**

Students will know:

- Any drug taken can have a potential side effect on the body.
- importance of using prescription drugs and over the counter drugs only as directed by a physician.
- side effects and possible interactions when combining prescription drugs, over the counter medications or medicinal and herbal supplements.
- connection between alcohol, tobacco and other drugs to health risk behaviors.
- laws that regulate alcohol, tobacco and other drug use and consequences associated with non-compliance to these laws.
- adverse physical effects to the body associated with prolonged use of alcohol, tobacco, and other drugs.
- factors that lead to dependency/addiction.
- different theories regarding dependency and addiction.
- process

Students will be able to:

- use technology to research and explain intervention strategies that will help family members cope with substance abuse and dependency.
- identify signs and symptoms of substance abuse and their physical effects.
- compare and contrast theories about dependency and addiction.
- use appropriate digital tools and resources to research and communicate knowledge and ideas.
- participate in an online learning community (blog).
- identify commonly abused substances and describe the physical and behavioral effects on the body.
- explain the impact of alcohol and other drugs on those areas of the brain that control decision making and judgment.
- discuss the laws enacted to control alcohol and tobacco use and how they relate to adolescents and teens.

- use technology to explain some of the additional health risks and diseases associated with drug use.
- use technology to demonstrate the impact of effective refusal skills to decrease experimentation and use of alcohol, tobacco, and other drugs.
- use technology to read and analyze side effects and instructions for proper usage found on prescription, over the counter medication, medicinal, herbal supplements and other drugs
- use technology to identify drugs according to their appropriate category.

## Resources

### Core Text:

### Suggested Resources:

- <https://www.cdc.gov/>
- <https://truthinitiative.org/>
- <https://www.samhsa.gov/>
- <https://www.drugfreeworld.org/>
- <https://www.nj.gov/health/fhs/tobacco/>
- <https://www.nj.gov/education/standards/chp/index.shtml>
- [https://www.cdc.gov/healthyschools/bam/e\\_cigarettes\\_and\\_alcohol.htm](https://www.cdc.gov/healthyschools/bam/e_cigarettes_and_alcohol.htm)
- <https://truthinitiative.org/curriculum>
- <https://www.scholastic.com/youthvapingrisks/index.html>
- <https://classroom.kidshealth.org/classroomsearch?search=y&q=Tobacco&datasource=classroom&start=0&rows=10&lang=english>



## HEALTH UNIT 3: SOCIAL AND EMOTIONAL HEALTH

| <b>Summary and Rationale</b>   |  |
|--|--|
| This unit addresses overall wellness. Students will acquire knowledge of healthy living concepts and skills to support a healthy, active lifestyle through a study of personal growth and development, nutrition, diseases and health conditions, safety and social and emotional health.  |  |
| <b>Recommended Pacing</b>  |  |
| Two weeks per grade level  |  |
| <b>State Standards</b>   |  |
| <b>Standard 2.1 PERSONAL AND MENTAL HEALTH</b>   |  |
| CPI #  | Cumulative Progress Indicator (CPI)  |
| 2.1.8.PGD.1  | Explain how appropriate health care can promote personal health.   |
| 2.1.8.PGD.2  | Analyze how genetics and family history can impact personal health.  |
| 2.1.8.CHSS.1   | Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress). |
| 2.1.8.CHSS.4:  | Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.      |
| 2.1.8.CHSS.8   | Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.  |
| <b>Instructional Focus</b>   |  |
| <b>Unit Enduring Understandings</b>  |  |
| <ul style="list-style-type: none"> <li>● Social and emotional health affects a person’s physical health and overall well-being.</li> <li>● Accessing and evaluating health information, products and services will improve a person’s ability to make healthy decisions and improve one’s quality of life.</li> <li>● Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.</li> <li>● Personal choices impact current and long term outcomes on individuals, family and society.</li> <li>● Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.</li> </ul> |  |
| <b>Unit Essential Questions</b>  |  |
| <ul style="list-style-type: none"> <li>● Why is it important to be able to locate community resources related to personal and mental health issues?</li> <li>● How does social and emotional development impact all components of wellness?</li> <li>● How does stress management impact one’s ability to maintain a healthy lifestyle?</li> <li>● How can the use of technology affect communication skills?</li> <li>● How do your personal core ethical values contribute to creating a safe and cooperative learning environment?</li> </ul>   |  |

## Objectives

### Students will know:

- where to locate valid and reliable sources of health information.
- who they can go to for help in school or in the community with health related questions or concerns.
- common mental illnesses and their effect on physical, social and emotional well-being
- how conflict resolution strategies promote respect and a sense of community.
- that stress management skills enhance one's ability to cope with a variety of emotional situations.
- importance of developing verbal and non verbal communication skills to strengthen interpersonal interaction.
- that effective communication strategies foster respect and acceptance and play a key role in conflict resolution.
- how advocating for health and social issues involves researching and sharing accurate information to others in an effort to gain their support.

### Students will be able to:

- describe how conflict resolution strategies can be applied in your home, school and community.
- identify and demonstrate the use of refusal, negotiation and assertiveness skills in peer pressure and conflict situations.
- identify common mental illnesses and how they affect physical, social and emotional well-being.
- explain how an individual's strengths and weaknesses impact their social and emotional health.
- explain how culture, families and communities affect the way one copes with crisis and change.
- Identify professionals at school and in the community available to assist them with health related issues.
- locate valid and reliable health information online and in the community.

## Resources

### Suggested Resources:

- <https://www.nj.gov/health/fhs/chw/>
- [CDC Healthy Schools](#)
- [CDC Physical Education & Physical Activity Guidelines for schools](#)
- [Learning For Justice](#)
- [Minding Your Mind Peer Presenters](#)
- [New Jersey Online Gang Free Community Resources](#)
- [National Center on Safe Supportive Learning Environments Physical Health](#)
- [Trauma Sensitive Schools](#)
- [Trevor Project, Suicide Prevention, Professional Development and Resources](#)
- [Welcoming and Inclusive Schools](#)
- [Whole School Whole Community Whole Child \(WSCC Model\)](#)
- <https://www.state.nj.us/health/fhs/>
- <https://amaze.org/>
- <https://www.cdc.gov/mentalhealth/learn/index.htm>
- <https://www.nimh.nih.gov/>
- <https://www.nih.gov/health-information/social-wellness-toolkit>
- <https://www.nih.gov/health-information/emotional-wellness-toolkit>

## UNIT 4: HUMAN RELATIONSHIPS AND SEXUALITY

| <b>Summary and Rationale</b>   |   |
|--|---|
| <p>In this unit, students learn about continuity and diversity of life in a variety of organisms, including humans. All students will acquire knowledge about the physical, emotional and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</p> |   |
| <b>Recommended Pacing</b>  |   |
| Two weeks at each grade level.   |   |
| <b>State Standards</b>   |   |
| <b>Standard 2.1 Personal and Mental Health</b>   |   |
| CPI #  | Cumulative Progress Indicator (CPI)   |
| 2.1.8.PGD.2  | Analyze how genetics and family history can impact personal health  |
| 2.1.8.PGD.3  | Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.                       |
| 2.1.8.PP.1   | Describe pregnancy testing, the signs of pregnancy, and the pregnancy options, including parenting, abortion and adoption.  |
| 2.1.8.PP.2   | Summarize the stages of pregnancy from fertilization to birth.  |
| 2.1.8.PP.3   | Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.                          |
| 2.1.8.PP.4   | Predict challenges that may be faced by adolescent parents and their families.  |
| 2.1.8.PP.5   | Identify resources to assist with parenting.  |
| 2.1.8.SSH.1  | Differentiate between gender identity, gender expression and sexual orientation   |
| 2.1.8.SSH.2  | Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community. |
| 2.1.8.SSH.3  | Demonstrate communication skills that will support healthy relationships  |
| 2.1.8.SSH.4  | Compare and contrast the characteristics of healthy and unhealthy relationships.  |
| 2.1.8.SSH.5  | Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.  |
| 2.1.8.SSH.6  | Examine how culture influences the way the families cope with traumatic situations, crisis and change   |
| 2.1.8.SSH.7  | Identify the factors that are important in deciding whether and when to engage in sexual behavior   |
| 2.1.8.SSH.8  | Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g. body image, self-esteem, alcohol, other substances)                           |
| 2.1.8.SSH.9  | Define vaginal, oral and anal sex   |
| 2.1.8.SSH.10   | Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g. abstinence and condom)                        |

|              |   |
|--------------|---|
| 2.1.8.SSH.11 | Develop a plan to eliminate or reduce the risk of unintended pregnancy and STIs (including HIV)   |
| 2.1.8.CHSS.2 | Describe the state and federal laws related to the age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.  |
| 2.1.8.CHSS.3 | Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care and treatment.  |
| 2.1.8.CHSS.4 | Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited or trafficked. |

### **Instructional Focus**

#### **Unit Enduring Understandings**

- Personal health is affected by actions, genetics and family history
- An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.
- There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.
- Inclusive schools and communities are accepting of all people and make them feel welcome and included.
- Relationships are influenced by a wide variety of factors, individuals, and behaviors.
- There are factors that contribute to making healthy decisions about sex.
- Sexuality encompasses a broad range of human experiences it including human development, emotions and relationships, sexual health, sexual behavior, and sexual violence.

#### **Unit Essential Questions**

- What does it mean to have a healthy relationship?
- How does the family unit impact adolescent development and relationships in today's society?
- How does puberty impact an adolescent's physical, emotional and mental development?
- How can remaining abstinent promote healthy relationships?
- What is the importance of maintaining a healthy environment for a pregnant mother?
- How does pregnancy and childbirth impact a teen and their family financially, socially and emotionally?

#### **Objectives**

##### **Students will know:**

- types of relationships and compare their similarities and differences
- differences between gender identity, gender expression and sexual orientation
- characteristics of a healthy relationship
- how family values and culture provide foundation for adolescents' relationships and interactions with others.
- how to recognize a healthy versus an unhealthy relationship.
- how puberty occurs at different rates for adolescents.
- genetics and family history can impact one's health
- differences in sexuality and the need to show sensitivity and respect toward all.
- reproductive system anatomy and functions
- fetal development and the stages of labor
- signs and symptoms of pregnancy and the importance of prenatal care.
- challenges that teen parents and their families face.
- types sexual interactions as they relate to pregnancy and STIs

##### **Students will be able to:**

- understand the changes that take place during puberty and how to maintain good hygiene.
- identify factors that contribute to making healthy decisions and the consequences of their choices on their sexual health and overall mental and physical wellness.
- explain the types of relationships that adolescents experience.
- compare and contrast the characteristics of a healthy and unhealthy relationship.
- analyze stereotypes about those who are different from them.
- analyze adolescent dating behaviors and identify safe dating situations.
- identify conflict resolution skills and how they apply to relationships.
- understand the difference between gender identity, gender expression and sexual orientation
- identify benefits of sexual abstinence and strategies to resist peer pressure to engage in sexual behavior.
- explain how contraception can help prevent HIV/AIDS, STIs and unintended pregnancy.
- summarize fetal development throughout pregnancy and the stages of labor during childbirth.
- recognize the process used by many traffickers.
- understand how to protect themselves from human trafficking.

## Resources

**Core Text: none available**

**Suggested Resources:**

- <https://www.cdc.gov/>
- <https://www.plannedparenthood.org/>
- <https://kidshealth.org/>
- <https://www.ncbi.nlm.nih.gov/>
- <https://opa.hhs.gov/>
- <https://www.onhealth.com/>
- <https://lgbtq.wfu.edu/>
- <https://www.healthychildren.org/>
- <https://amaze.org/>
- <https://www.thehotline.org/resources/healthy-relationships/>
- <https://www.loveisrespect.org/>

## UNIT 5: SAFETY, DISEASES AND HEALTH CONDITIONS

| <b>Summary and Rationale</b>   |   |
|--|---|
| Students will acquire health promotion concepts and skills to support a healthy, active lifestyle through a study of personal growth and development, nutrition, diseases and health conditions, safety and social and emotional health. <b>Students</b> will be able to use critical thinking, decision making and communication skills to make informed personal, family and community health decisions. |   |
| <b>Recommended Pacing</b>  |   |
| Two weeks per grade level  |   |
| <b>State Standards</b>   |   |
| <b>Standard</b>  |   |
| <b>CPI #</b>   | <b>Cumulative Progress Indicator (CPI)</b>  |
| 2.3.8.PS.1:  | Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence). |
| 2.3.8.HCDM.1   | Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.   |
| 2.3.8.HCDM.2:  | Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.   |
| 2.3.8.HCDM.3   | Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).  |
| 2.3.8.HCDM.6:  | Explain how the immune system fights disease.   |
| 2.3.8.HCDM.7:  | Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use to promote health-enhancing behaviors.  |
| <b>2.3.8.PS.5:</b>   | Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).   |
| 2.1.8.PGD.1:   | Explain how appropriate health care can promote personal health.  |
| 2.1.8.PGD.2:   | Analyze how genetics and family history can impact personal health.   |
| 2.1.8.PGD.4  | Analyze the relationship between healthy behaviors and personal health.   |
| 2.1.8.CHSS.1   | Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).  |
| 2.1.8.CHSS.2:  | Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.  |
| 2.1.8.CHSS.6:  | Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.   |

|               |   |
|---------------|---|
| 2.1.8.CHSS.7  | Collaborate with other students to develop a strategy to address health issues related to climate change  |
| 2.3.8.HCDM.1: | Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions. |

Breast Self-Examination (N.J.S.A. 18A:35-5.4) requires instruction on breast self-examination. Each board of education which operates an educational program for students in grades 7 through 12 shall offer instruction in breast self-examination. The instruction shall take place as part of the district’s implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample activities that may be used to support implementation of the instructional requirement.

Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness. The Commissioner of Education, in consultation with the State school boards, shall develop a cancer awareness program appropriate for school-aged children.

Lyme Disease Prevention (N.J.S.A. 18A:35-5.1) requires the development of Lyme disease curriculum guidelines. The guidelines shall emphasize disease prevention and sensitivity for victims of the disease. The Commissioner of Education shall periodically review and update the guidelines to ensure that the curriculum reflects the most current information available.

Accident and Fire Prevention (N.J.S.A. 18A:6-2) Requires instruction in accident and fire prevention. Regular courses of instruction in accident prevention and fire prevention shall be given in every public and private school in this state. Instruction shall be adapted to the understanding of students at different grade levels.

**Unit Essential Questions**

- How does your knowledge of wellness and decision-making skills impact your health?
- How does early detection and treatment of diseases and health conditions help maintain wellness?
- Why do some people develop an addiction to alcohol or drugs?
- When is it important to seek medical help?
- Why is it important to be able to make good decisions?
- How do you know if health information is accurate?

**Objectives**

**Students will know:**

- the importance of practicing routine health care procedures to prevent or treat illness or disease.
  - how to seek reliable health information
  - when it is important to seek medical attention
  - Health information should be well-researched, valid and reliable
  - Personal health data can be used to make and achieve goals
  - Steps can be taken to improve the chance of making good decisions.
- factors exist that can influence a person’s decision making process.

Many

**Students will be able to:**

- explain how genetics, environment, and personal lifestyle choices impact their personal growth and development.
- identify how external factors influence the selection of personal hygiene and health care products.

- recognize different methods for detecting and treating diseases that impact teens and young adults.
- make appropriate selection and use of healthcare and personal hygiene products.
- Identify circumstances that can help or hinder healthy and safe decision making
- Develop goals to adopt, maintain, or improve a personal health

## Resources

### Core Text:

### Suggested Resources:

- <https://www.cdc.gov/>
- <http://www.state.nj.us/education/cccs/>
- <https://www.cdc.gov/healthyschools/sher/standards/index.htm>
- [www.kidshealth.org](http://www.kidshealth.org)



## PHYSICAL EDUCATION COURSE OVERVIEW

| Description  |                                  |            |
|--|----------------------------------|------------|
| <p>The knowledge of physical education and health is an ever-changing field that students will put to use in general wellness throughout life. All students will participate in a high-quality, sequential, health and physical education program that emphasizes 21st century skills and interdisciplinary connections to empower students to live a healthy, active lifestyle.</p>   |                                  |            |
| Goals  |                                  |            |
| <p>The goal of the Piscataway Township School’s Health and Physical Education Department is to prepare students to function optimally as global citizens and workers by aligning with the contemporary view of health and physical education which focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a lifelong commitment to wellness.</p>   |                                  |            |
| Scope and Sequence - PHYSICAL EDUCATION  |                                  |            |
| Unit   | Topic                            | Length     |
| UNIT 1   | Cooperative Games and Activities | 4-6 weeks  |
| UNIT 2   | Fitness                          | 4-6 weeks  |
| UNIT 3   | Team Sports                      | 8-10 weeks |
| UNIT 4   | Individual and Dual Sports       | 4-6 weeks  |
| Resources  |                                  |            |
| <p><b>Suggested Resources:</b> <a href="https://www.nj.gov/education/standards/chp/index.shtml">https://www.nj.gov/education/standards/chp/index.shtml</a></p> <p>Movement Skills and Concepts:</p> <ul style="list-style-type: none"> <li>● <a href="#">Special Olympics NJ Unified Physical Education</a> (K–12)</li> <li>● <a href="#">Learn. Practice. Play. UNIFIED Guide to Inclusive Physical Education</a> (K–12)</li> </ul> <p>Physical Fitness:</p> <ul style="list-style-type: none"> <li>● <a href="#">OPEN Physical Education Modules</a> (K–2)</li> <li>● <a href="#">OPEN Physical Education Modules</a> (3–5)</li> <li>● <a href="#">OPEN Physical Education Modules</a> (6–8)</li> <li>● <a href="#">OPEN Physical Education Modules</a> (9–12)</li> <li>● <a href="#">Unified Physical Education and Physical Activity</a> (K–12)</li> </ul> <p>Lifelong Fitness:</p> <ul style="list-style-type: none"> <li>● <a href="#">All Kids Bike</a></li> <li>● <a href="#">First Tee New Jersey</a></li> <li>● <a href="#">Health moves minds SEL</a> (K-12)</li> <li>● <a href="#">NFL Play 60 Discovery Education</a> (K–8)</li> <li>● <a href="#">New York Road Runners</a> (9–12)</li> <li>● <a href="#">United States Tennis Association Teachers Resources</a></li> </ul> |                                  |            |

## UNIT 1: COOPERATIVE GAMES AND ACTIVITIES

| <b>Summary and Rationale</b>  |  |
|---|--|
| <p>Cooperative games develop skills including teamwork, effective communication, negotiating, listening, leading, and problem solving. Students are learning beneficial relationship skills that will aid in collaborating with others in the real world. Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts. Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.</p> |  |
| <b>Recommended Pacing</b>   |  |
| <p>Four - six weeks; working with health rotation.</p>  |  |
| <b>State Standards</b>  |  |
| <p><b>Standard 2.2 PHYSICAL WELLNESS: MOVEMENT SKILLS AND CONCEPTS</b></p>  |  |
| CPI #   | Cumulative Progress Indicator (CPI)  |
| 2.2.8.MSC.1:  | Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, and recreational activities).                         |
| 2.2.8.MSC.2:  | Demonstrate control of motion in the relationship between force, flow, time, and space in interactive dynamic environments.  |
| 2.2.8.MSC.3   | Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). |
| 2.2.8.MSC.4:  | Analyze, and correct movements and apply to refine movement skills.  |
| 2.2.8.MSC.5   | Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.   |
| 2.2.8.MSC.6   | Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings  |
| 2.2.8.MSC.7   | Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.   |
| <b>Instructional Focus</b>  |  |
| <b>Unit Enduring Understandings</b>   |  |
| <ul style="list-style-type: none"> <li>● Learning to work cooperatively with your peers allows you to have positive relationships in the future.</li> <li>● Cooperative games help develop problem-solving skills, sportsmanship and teamwork.</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>● Unit Essential Questions</li> <li>● Why is effective communication important in order to achieve a goal or solve a problem?</li> <li>● What would be the purpose of using assertiveness skills while solving a problem in a group setting?</li> <li>● What is the role of ethical values while problem solving in a group setting?</li> <li>● How would you self-evaluate your movement and performance?</li> </ul>  |  |
| <b>Objectives</b>   |  |

**Students will know:**

- how conflict resolution strategies promote respect and a sense of community
- importance of developing verbal and non-verbal communication skills to strengthen interpersonal interaction. • effective communication strategies foster respect and acceptance and play a key role in conflict resolution.
- core ethical values impact their ability to work collaboratively with others of different abilities and from different backgrounds.
- displaying good sportsmanship and safe behavior enhances the quality of the game for spectators and participants.
- benefits of working collaboratively
- effective communication is essential to resolving problems.
- importance of applying the qualities of character education when working within a group
- need to coordinate movement skills and patterns within a group to achieve a desired outcome
- importance of analyzing strategies and choosing the most effective solution

**Students will be able to:**

- use verbal and nonverbal interpersonal communication strategies in a variety of situations.
- demonstrate use of refusal, negotiation, and assertiveness skills in different situations.
- use effective decision-making strategies.
- decide when individual or collaborative decision-making is appropriate.
- develop ways to proactively include peers with disabilities.
- transfer the fundamental mechanics of motor skills from one sport to another
- demonstrate a positive attitude and respect for others while working within a group.
- perform movement skills and patterns as a team to achieve their desired outcome.

## Resources

**Suggested Resources:**

- [Special Olympics NJ Unified Physical Education \(K-12\)](#)
- <https://thephysicaleducator.com>
- <https://www.pecentral.org/>
- <http://www.mrgym.com/CooperativeGames.htm>
- <https://www.thepespecialist.com/category/blog/gamesactivities/>
- <https://physedgames.com/category/team-building/>

## UNIT 2: FITNESS

| <b>Summary and Rationale</b>  |  |
|---|--|
| <p>The purpose of this unit is to provide students with the knowledge and skills to recognize the correlation between fitness and wellness and the importance of leading a healthy lifestyle. Expose students to alternative activities that increase their fitness levels while having fun and engaging in social interaction. Students will be introduced to a variety of activities and exercises that will allow them to enjoy a lifetime of health and wellness.</p> |  |
| <b>Recommended Pacing</b>   |  |
| <p>Four - six weeks; working with health rotation.</p>  |  |
| <b>State Standards</b>  |  |
| <b>Standard</b>   |  |
| <b>CPI #</b>  | <b>Cumulative Progress Indicator (CPI)</b>   |
| 2.1.8.PDG.1   | Explain how appropriate health care can promote personal health.   |
| 2.2.8.PF.1  | Summarize the short and long-term physical, social, mental and emotional health benefits of regular physical activity.   |
| 2.2.8.PF.2  | Recognize and involve others of all ability levels into physical activity.   |
| 2.2.8.PF.3  | Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g. pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames.) |
| 2.2.8.PF.4  | Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one’s personal fitness levels and monitor health/fitness indicators before, during and after the workout program.                         |
| 2.2.8.PF.5  | Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, and physical activity and lifestyle behaviors impact personal fitness and health.     |
| 2.2.8.LF.1  | Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.   |
| 2.2.8.LF.2  | Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one’s lifetime.   |
| 2.2.8.LF.3  | Explore by leading self and others to experience and participate in different cultures’ physical fitness activities.   |
| 2.2.8.LF.4  | Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.   |
| 2.2.8.LF.5  | Engage in a variety of physical activities (e.g. aerobic-fitness, strength endurance-fitness activities) using technology and cross-training and lifetime activities.  |
| 2.2.8.LF.6  | Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.  |

## Instructional Focus

### Unit Enduring Understandings

- Children who regularly participate in physical activity tend to stay active throughout their lives.
- Physical activity can boost self-confidence, provide opportunities for social interaction and offer a chance to have fun.
- Maintaining fitness can enhance your overall health, wellness and longevity.
- Engaging in a variety of physical activity can provide you with steps to enjoy a lifetime of physical, mental and emotional wellness.

### Unit Essential Questions

- What does it mean to be fit?
- How does fitness affect your overall lifestyle?
- How does your overall lifestyle affect your fitness and wellness?
- How can exercising or playing games with friends or a group of people help you maintain a healthy lifestyle?
- How can exercising be a social event?

### Objectives

#### Students will know:

- the importance of researching fitness and wellness resources and products.
- the importance of maintaining safe and efficient movement along with proper mechanics while participating in the exercises.
- how performing a variety of fitness activities can enhance personal fitness status.
- that staying healthy and maintaining wellness is a lifelong process.
- decisions we make affect our health and wellness goals.
- exposing your body to a variety of fitness activities challenges the mind and body.

#### Students will be able to:

- demonstrate the proper form during warm up routines.
- analyze movement and mechanics to improve efficiency.
- assess their own personal health data to improve their overall wellness.
- use their knowledge to match their needs with available fitness and wellness resources
- set their personal fitness and wellness goals.
- analyze movement and mechanics to improve efficiency and safety of an activity.
- use technology to track and assess their own personal health data to improve their overall wellness.
- develop and implement a fitness plan
- use technology to identify the personal, social, and environmental factors that impact fitness and personal health.
- use technology to find the importance of researching fitness and wellness resources products.
- provide feedback to peers on form and technique.
- complete fitnessgram testing

## Resources

#### Core Text:

#### Suggested Resources:

- <https://www.mayoclinic.org/>
- <https://www.nutrition.gov/>

- <https://www.webmd.com/>
- <https://wvumedicine.org/>
- <https://health.gov/our-work/nutrition-physical-activity/presidents-council>
- <https://health.gov/moveyourway>

## UNIT 3: TEAM SPORTS

| <b>Summary and Rationale</b>  |  |
|---|--|
| <p>The purpose of this unit is to provide students with the knowledge and skills to be able to perform manipulative, locomotor and non-locomotor movements during individual and team sports. Team sports reduce obesity and increase overall health. Playing sports that are in range of the player’s interest can also help relieve stress and help in maintaining mental health. Finally, team sports help build good characteristics such as insight into one’s leadership, social and cognitive development.</p> |  |
| <b>Recommended Pacing</b>   |  |
| <p>Four - six weeks; working with health rotation.</p>  |  |
| <b>State Standards</b>  |  |
| <b>Standard</b>   |  |
| <b>CPI #</b>  | <b>Cumulative Progress Indicator (CPI)</b>   |
| 2.2.8.MSC.1   | Explain and demonstrate the transition of movement skill from isolated setting (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities.) |
| 2.2.8.MSC.2   | Demonstrate control of motion in relationship between force, flow, time and space in interactive dynamic environments.   |
| 2.2.8.MSC.4   | Analyze and correct movements and apply to refine movement skills.   |
| 2.2.8.MSC.5   | Predict the impact of rules, etiquette, procedures and sportsmanship on players’ behavior in small groups and large teams during physical activities and games.                    |
| 2.2.8.MSC.6   | Demonstrate offensive, defensive and cooperative strategies in a variety of games and settings.  |
| 2.2.8.MSC.7   | Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.   |
| <b>Instructional Focus</b>  |  |
| <b>Unit Enduring Understandings</b>   |  |
| <ul style="list-style-type: none"> <li>• Use effective communication techniques when working with others within a group</li> <li>• Develop effective strategies to solve a problem</li> <li>• Work collaboratively by sharing ideas to come to a consensus on the best way to solve the problem</li> </ul>  |  |

- The proper execution of skill affects performance
- The concept of a sport can be transferred into real life situations.

### Unit Essential Questions

- Why is it important to understand the mechanics of a skill?
- How can learning, developing and practicing a sport specific skill enhance a healthy lifestyle?
- How does engaging in sports activities promote ethical behavior?
- What are the advantages of working collaboratively to problem solve?
- How does the nature of the problem affect the strategies we use to solve it?
- How would working collaboratively help provide options to solving a problem?
- How can the strategies used be applied to real life problems?

### Objectives

#### Students will know:

- how to apply the manipulative, locomotor and non locomotor skills within the game.
- displaying good sportsmanship and safe behavior enhances the quality of the game for spectators and participants.
- the origin of a specific sport to its cultural background.

#### Students will be able to:

- apply offensive, defensive and cooperative strategies when competing in team and individual sports.
- make strategic modifications in game play to improve individual and team effectiveness
- transfer the fundamental mechanics of motor skills from one sport to another.
- use technology to analyze and correct movement errors through self-evaluation and external feedback.
- apply the rules and safety procedures of a specific sport to enhance the quality of the activity.
- use technology to find the importance of researching fitness and wellness resources and products.
- provide feedback to peers on form and technique during exercise.
- analyze movement and mechanics to improve efficiency and safety of an activity.
- demonstrate verbal and non-verbal interpersonal communication skills.
- demonstrate a positive attitude and respect for others while working within a group.
- perform movement skills and patterns as a team to achieve their desired outcome.
- demonstrate the use of offensive, defensive and cooperative strategies.
- analyze and apply strategies that will enhance the group's effectiveness.
- demonstrate the proper form during warm-up routines.

### Resources

#### Core Text:

#### Suggested Resources:

- <https://www.muhealth.org/conditions-treatments/pediatrics/adolescent-medicine/benefits-of-sports>
- <https://www.sportengine.com/>
- <https://www.pecentral.org/>
- <https://www.njahperd.org>
- <http://www.state.nj.us/education/cccs/>

## UNIT 4: INDIVIDUAL AND DUAL SPORTS

| <b>Summary and Rationale</b>   |  |
|--|--|
| <p>The purpose of this unit is to provide students with the knowledge and skills to be able to perform manipulative, locomotor and non-locomotor movements during individual sports. Students will learn Movement Skills and investigate the fundamentals of movement from one place to another with an understanding of biomechanics. Students will be able to work collaboratively to develop strategies to solve presented problem(s).</p>  |  |
| <b>Recommended Pacing</b>  |  |
| <p>Four - six weeks; working with health rotation.</p>   |  |
| <b>State Standards</b>   |  |
| <b>Standard</b>  |  |
| CPI #  | Cumulative Progress Indicator (CPI)  |
| 2.2.8.MSC.1<br>:   | Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, and recreational activities). |
| 2.2.8.MSC.2<br>:   | Demonstrate control of motion in the relationship between force, flow, time, and space in interactive dynamic environments.  |
| 2.2.8.MSC.4<br>:   | Analyze, and correct movements and apply to refine movement skills.  |
| 2.2.8.MSC.5<br>:   | Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.                         |
| 2.2.8.MSC.6<br>:   | Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.   |
| 2.2.8.MSC.7<br>:   | Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.   |
|  |  |
| <b>Instructional Focus</b>   |  |
| <b>Unit Enduring Understandings</b>  |  |
| <ul style="list-style-type: none"> <li>● The proper execution of skills affects performance.</li> <li>● The concept of a sport can be transferred into real life situations.</li> <li>● Maintaining fitness can enhance your overall health and wellness</li> </ul>  |  |
| <b>Unit Essential Questions</b>  |  |
| <ul style="list-style-type: none"> <li>● Why is it important to understand the mechanics of a skill?</li> <li>● How can using sports skills enhance a healthy lifestyle?</li> <li>● How does engaging in sports activities promote ethical behavior?</li> <li>● What are the advantages of working collaboratively to problem solve?</li> <li>● How does the nature of the problem affect the strategies we use to solve it?</li> <li>● How would working collaboratively help provide options to solving a problem?</li> <li>● How can the strategies used be applied to real life problems?</li> </ul> |  |



## Objectives

### Students will know:

- effective communication techniques
- effective strategies to solve a problem
- how to apply the manipulative, locomotor and non-locomotor skills within the game.
- displaying good sportsmanship and safe behavior enhances the quality of the game for spectators and participants.
- the importance of maintaining safe and efficient movement along with proper mechanics while participating in the exercises
- how performing a variety of fitness activities can enhance personal fitness status.
- exposing your body to a variety of fitness activities challenges the mind and body.
  - Their physical ability levels to participate in all types of activities
  - What games they will be able to play in their lifetime regardless of fitness level
  - How to design strategies to be competitive and win games

### Students will be able to:

- teach new lifelong games to their family and friends without cause of injury
- apply offensive, defensive and cooperative strategies when competing in individual sports.
- make strategic modifications in game play to improve individual effectiveness.
- transfer the fundamental mechanics of motor skills from one sport to another
- use technology to analyze and correct movement errors through self-evaluation and external feedback.
- apply the rules and safety procedures of a specific sport to enhance the quality of the activity
- associate the origin of a specific sport to its cultural background
- use technology to find the importance of researching fitness and wellness resources and products.
- analyze movement and mechanics to improve efficiency and safety of an activity.
- demonstrate verbal and nonverbal interpersonal communication skills
- demonstrate a positive attitude and respect for others.
- perform movement skills and patterns to achieve desired outcome.
- demonstrate the use of offensive, defensive and cooperative strategies.
- analyze and apply strategies that will enhance skill effectiveness
- demonstrate the proper form during warm up routines.

## Resources

### Core Text:

### Suggested Resources:

- <https://www.hhs.gov/fitness/index.html>
- <https://www.nutrition.gov/>
- <https://www.cdc.gov>
- <https://www.pecentral.com>
- <http://www.state.nj.us/education/cccs/>
- <https://www.Acsm.org>
- <https://www.shapeamerica.org/events/healthmovesminds/default.aspx>