

Hillside Township School District

Physical Education & Health Curriculum

Grades 9-12

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Table of Contents

<u>Section</u>	<u>Page</u>
Mission Statement	3
Academic Overview	3
Equality and Equity in Curriculum	4
9-12 Curriculum	5
9-12 Standards	19
Recommended Textbooks & Other Resources	20
References	22

District Mission Statement

The mission of the Hillside Public Schools is to ensure that all students at all grade levels achieve the New Jersey Core Curriculum Content Standards and make connections to real-world success. We are committed to strong parent-community school partnerships, providing a safe, engaging, and effective learning environment, and supporting a comprehensive system of academic and developmental support that meets the unique needs of each individual.

Academic Area Overview

The Hillside Public Schools is committed to excellence. Schools have enormous potential for helping students develop the knowledge and skills they need to be healthy and to achieve academically. As rapidly changing and evolving disciplines, health education and physical education must look and be different than the old “hygiene and gym class.” Health education and physical education are separate disciplines each with a distinct body of knowledge and skills; however, the two disciplines clearly complement and reinforce each other to support “wellness”.

Quality health education and physical education programs promote each student’s optimum physical, mental, emotional, and social development. Effective programs are grounded in scientifically based research and public health knowledge. They are student-centered and utilize multiple learning theories and models to support and promote health-enhancing behaviors. As a result, students are empowered to develop and demonstrate increasingly sophisticated knowledge, skills, attitudes, and practices.

Quality programs provide cognitive content and learning experiences that support a variety of physical activity areas including basic movement skills; team, dual, and individual sports; physical fitness; rhythm and dance; and lifetime recreational activities. These activities are linked to health concepts and skills, such as healthy eating, safety, and stress management. Additionally, effective programs consider children’s changing capacities to move based on their developmental status, previous experiences, skill level, body size, body type, and age and are culturally, ethnically, and gender sensitive.

Quality health education and physical education programs address and integrate the full range of categorical health problems and issues that impact the quality of life. Unfortunately, quality classroom instruction is not enough. School policies and procedures must support and reinforce classroom instruction. Health messages must be clear and consistent. Students must be given every opportunity to enact healthful behaviors—in the classroom, the gym or cafeteria, or on the playground.

Quality programs incorporate the use of technology and encourage students to research and use valid and reliable sources of health information. For example, using heart rate monitors makes aerobic exercise safer and more productive by helping the teacher and student individualize participation in physical activity. As a form of authentic assessment, this teaching tool enhances interdisciplinary technological instruction while allowing for a more objective estimation of a student's effort and individual progress. Students are able to set goals, monitor performance, and experience real gains in fitness status.

Quality programs are student-centered and interactive—that is, teachers encourage classroom discussion, research, modeling, and skill practice. Skilled health teachers address the social influences on behavior and strengthen individual and group norms that support health-enhancing behaviors (Marx, 1998). Students discuss issues that have real application to their lives with assessments that are authentic and contextual. Teachers, well-versed in current health issues and resources, challenge students to take responsibility for their own health. Providing information is not enough. Information must be coupled with skill development and practice in order to have any impact on behavior. As a result, students are progressively prepared and empowered to use higher level thinking skills to address a myriad of wellness issues, now, and throughout their lifetime.

RATIONALE

Many of the health challenges that young people face today are different than those of past generations. Advances in medicines and vaccines have largely addressed the illness, disability, and death that resulted from infectious disease. Today, the health of young people and the adults that they will become is critically linked to the health related behaviors they choose to adopt (CDC, June 28, 2002; CDC, School Health Programs, 2001).

Clearly, not all health conditions are preventable. However, it is clear that interrelated and preventable behaviors established during youth and persisting into adulthood lead to serious health problems. These behaviors contribute to many of the social and educational problems that confront our nation, including failure to complete high school, unemployment, and crime (CDC, 2001). The health of our nation is a complex problem that calls for complex, collaborative, and multidisciplinary interventions. Addressing this need, the New Jersey Comprehensive Health and Physical Education Standards are an educational response to a public health problem.

Equality and Equity in Curriculum

The Hillside Township School District ensures that the district's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP reports for State assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

Physical Education & Health Curriculum

GRADE 9-12

Standard 2.1 Wellness

ALL STUDENTS WILL LEARN AND APPLY HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard aims to increase student knowledge about the physical, social, emotional, and intellectual dimensions of wellness, thus enabling them to make informed choices about their health now and in the future. Wellness can be defined as a way of life that emphasizes health promotion measures such as healthy eating, learning to manage stress, reducing one's risk of contracting a disease, and preventing and treating simple injuries. Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

Building upon the knowledge gained in preceding grades, by the end of Grade 12, students will be able to:

Objective/ Skills	Materials/ Resources/ Strategies
A. Personal Health <ol style="list-style-type: none">1. Compare and contrast healthcare and personal hygiene products and services commonly used by adolescents and young adults.2. Investigate the impact of health choices and behaviors on personal, family, and community wellness.3. Use health data to make predictions about wellness and recommend behavior changes to improve lifelong wellness.4. Debate the social and ethical implications of the use of technology and medical advances to support wellness.	See Recommended Textbooks & Other Resources Pg. 20
B. Growth and Development <ol style="list-style-type: none">1. Recommend behaviors to enhance and support the optimal functioning of body systems.2. Predict and discuss significant developmental issues or concerns that impact each life stage.3. Predict the impact of heredity and genetics on human growth and development.	See Recommended Textbooks & Other Resources Pg. 20

<p>C. Nutrition</p> <ol style="list-style-type: none"> 1. Analyze and evaluate current dietary recommendations, resources, and trends from a variety of sources. 2. Design and evaluate a nutrition plan for a healthy young adult considering cost, availability, nutritional balance, freshness, nutritional value, and culture. 3. Recommend healthy ways to lose, gain, or maintain weight. 4. Analyze and evaluate how healthy and unhealthy eating patterns impact the functioning of the human body, including healthy bone development and immune system functioning. 	<p>See Recommended Textbooks & Other Resources Pg. 20</p>
<p>D. Diseases and Health Conditions</p> <ol style="list-style-type: none"> 1. Analyze the availability and effectiveness of current and emerging diagnostic and treatment modalities for various diseases and health conditions. 2. Discuss the relationship between signs and symptoms of disease and the functioning of the body's immune system. 3. Compare and contrast diseases and health conditions occurring in adolescence and young adulthood with those occurring later in life, including cancer, cardiovascular diseases, respiratory diseases, arthritis, osteoporosis, and Alzheimer's. 4. Investigate and assess local, state, national, and international public health efforts. 5. Investigate the impact of mental illness on personal, family, and community wellness. 	<p>See Recommended Textbooks & Other Resources Pg. 20</p>
<p>E. Safety</p> <ol style="list-style-type: none"> 1. Evaluate work and leisure situations for perceived and actual risk of intentional and unintentional injuries, 2. Develop personal protection strategies to reduce the incidence of injuries and evaluate their effectiveness. 3. Assess the short- and long-term impacts of injuries on the individual, family members, the community, and the workplace. 4. Describe and demonstrate first aid procedures, including Basic Life Support and automatic external defibrillation, caring for bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies. 5. Describe and demonstrate ways to protect against sexual assault and discuss what to do if sexually assaulted. 	<p>See Recommended Textbooks & Other Resources Pg. 20</p>

<p>F. Social and Emotional Health</p> <ol style="list-style-type: none"> 1. Discuss psychological principles and theories of personality development. 2. Analyze the impact of physical development, social norms and expectations, self-esteem, and perceived vulnerability on adolescent social and emotional growth and behavior. 3. Analyze how peer norms and expectations, the availability of weapons, substance abuse, media images, and poor role models contribute to violent behavior. 4. Predict the consequences of conflict, harassment, bullying, vandalism, and violence on individuals, families, and the community. 5. Predict how a family might cope with crisis or change and suggest ways to restore family balance and function. 	<p>See Recommended Textbooks & Other Resources Pg. 20</p>
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Standard 2.2 Integrated Skills

ALL STUDENTS WILL USE HEALTH-ENHANCING PERSONAL, INTERPERSONAL, AND LIFE SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard seeks to foster responsible health behaviors through the enhancement of critical thinking, decision making, problem solving, and communication skills used in situations impacting personal, family, and community health. It enables students to locate and evaluate health information and resources and to develop character, leadership, and advocacy skills so they can become more active participants in the promotion of wellness. Competency in these skills enables and empowers students to resist destructive behaviors and seek out positive opportunities for growth and learning. These skills may be cross-disciplinary and should be integrated into each Comprehensive Health and Physical Education Standard.

Building upon the knowledge gained in preceding grades, by the end of Grade 12, students will be able to:

Objective/ Skills	Materials/ Resources/ Strategies
A. Communication <ol style="list-style-type: none">1. Use appropriate research methodology to investigate a health problem or issue.2. Develop, present, and evaluate a multimedia health presentation and adapt it to address the needs and interests of varying audiences.3. Teach others how to use communication skills, including refusal, negotiation, and assertiveness.4. Employ strategies to improve communication and listening skills and assess their effectiveness.5. Evaluate the economic, political, social, and aesthetic impacts of health messages found in literature, art, music, theater, and television.	See Recommended Textbooks & Other Resources Pg. 20
B. Decision Making <ol style="list-style-type: none">1. Demonstrate and evaluate the use of decision making skills.2. Evaluate factors that influence major health decisions and predict how those factors will change or conflict at various life stages.3. Use reliable and valid health information to assess social situations and conditions that impact health and safety.4. Analyze the use of ethics and personal values when making decisions.5. Critique significant health decisions and debate the choices made.	See Recommended Textbooks & Other Resources Pg. 20
C. Planning and Goal Setting <ol style="list-style-type: none">1. Appraise individual and family needs in order to achieve and maintain wellness and design a plan for lifelong wellness.2. Evaluate how family, peers, healthcare providers, and the community support or hinder the achievement of a wellness plan.	See Recommended Textbooks & Other Resources Pg. 20

D. Character Development <ol style="list-style-type: none"> 1. Demonstrate character based on core ethical values. 2. Analyze how role models, and the core ethical values they represent, influence society. 3. Analyze the impact of community or public service on individual and community core ethical values. 	See Recommended Textbooks & Other Resources Pg. 20
E. Leadership, Advocacy, and Service <ol style="list-style-type: none"> 1. Assess personal and group contributions and strengths that lead to the achievement of goals and tasks. 2. Evaluate personal participation as both a leader and follower. 3. Discuss factors that influence intrinsic and extrinsic motivation and employ motivational techniques to enhance group productivity. 4. Evaluate a group's ability to be respectful, supportive, and adherent to codes of conduct. 5. Develop and articulate the group's goals, shared values, vision, and work plan. 6. Plan, implement, and evaluate activities to benefit a health organization, cause, or issue. 7. Assess community awareness and understanding about a local, state, national, or international health issue. 	See Recommended Textbooks & Other Resources Pg. 20
F. Health Services and Careers <ol style="list-style-type: none"> 1. Access health and fitness services, programs, and resources and evaluate them for cost, availability, accessibility, benefits, and accreditation. 2. Analyze the preparation, licensing, and responsibilities of wellness and fitness professionals. 3. Compare and contrast health insurance and reimbursement plans. 	See Recommended Textbooks & Other Resources Pg. 20

Standard 2.3 Drugs and Medicines

ALL STUDENTS WILL LEARN AND APPLY INFORMATION ABOUT ALCOHOL, TOBACCO, OTHER DRUGS AND MEDICINES TO MAKE DECISIONS THAT SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard aims to provide students with information on the responsible use of medicines as well as the effects of alcohol, tobacco, and other drugs. The appropriate use of medicines can prevent serious health problems, reduce absenteeism from work and school, and enhance the quality of life. Conversely, the misuse or abuse of substances such as alcohol, tobacco, and other drugs can impair judgment and lead to illness and injury. Helping students to acknowledge the internal and external pressures that influence them to use substances enables and empowers them to make choices that support a healthy, active lifestyle.

Building upon the knowledge gained in preceding grades, by the end of Grade 12, students will be able to:

Objective/ Skills	Materials/ Resources/ Strategies
A. Medicines 1. Investigate the use of new or experimental medicines and discuss the potential risks and benefits. 2. Evaluate the effectiveness of a medicine, considering the dosage, side effects, route of administration, cost, and benefits vs. risks. 3. Debate the benefits and dangers of naturally occurring substances such as herbal supplements.	See Recommended Textbooks & Other Resources Pg. 20

<p>B. Alcohol, Tobacco, and Other Drugs</p> <ol style="list-style-type: none"> 1. Investigate tobacco use as a contributing or causative factor in the incidence of cancer, heart disease, emphysema and other lung diseases, and stroke. 2. Assess the impact of passive smoke on the health of children, individuals with allergies and asthma, and nonsmokers and describe initiatives created to lessen the impact. 3. Summarize the impact of alcohol use and abuse on body systems and organs including the cardiovascular system, the liver, the reproductive system, and the immune system. 4. Describe the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and assess how the use and abuse of alcohol and other drugs impairs behavior, judgment, and memory. 5. Investigate the relationship between alcohol and other drug use and the incidence of motor vehicle crashes. 6. Predict the physical, behavioral, and legal impacts of commonly abused substances, such as marijuana, inhalants, anabolic steroids, and party drugs. 7. Investigate the relationship between injected drug use and the incidence of diseases such as HIV and hepatitis. 8. Investigate the relationship between the use of alcohol, GHB, Ecstasy, and other drugs and the incidence of date rape, sexual assault, STDs, and unintended pregnancy. 	<p>See Recommended Textbooks & Other Resources Pg. 20</p>
<p>C. Dependency/Addiction and Treatment</p> <ol style="list-style-type: none"> 1. Compare and contrast the physical, social, and emotional indicators of possible substance abuse. 2. Compare and contrast the physical and psychological stages of dependency. 3. Assess and evaluate factors that influence the use of alcohol, tobacco, and other drugs. 4. Evaluate factors that support an individual to quit using substances. 5. Predict the short-and long-term impacts of substance abuse on the individual, the family, the community, and society. 	<p>See Recommended Textbooks & Other Resources Pg. 20</p>

Standard 2.4 Human Relationships and Sexuality

ALL STUDENTS WILL LEARN THE PHYSICAL, EMOTIONAL, AND SOCIAL ASPECTS OF HUMAN RELATIONSHIPS AND SEXUALITY AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard seeks to provide students with an understanding of the physical, emotional and social aspects of human relationships and sexuality and how they support a healthy, active lifestyle. Students learn how to develop and maintain healthy relationships with friends and family. Additionally, students learn medically-accurate information about both abstinence and contraception and learn the skills to enact behaviors to reduce or eliminate the occurrence of sexually transmitted diseases, HIV/AIDS, and unintended pregnancy.

Building upon the knowledge gained in preceding grades, by the end of Grade 12, students will be able to:

Objective/ Skills	Materials/ Resources/ Strategies
A. Relationships 1. Investigate how different family structures, values, rituals, and traditions meet basic human needs. 2. Discuss how personal independence, past experiences, and social responsibility influence the choice of friends in young adulthood. 3. Recommend strategies to enhance and maintain mature, loving, respectful, and healthy relationships. 4. Compare and contrast adolescent and adult dating practices. 5. Describe the important characteristics of a spouse or life partner and describe factors to consider when contemplating a lifetime commitment such as marriage. 6. Discuss the importance of physical and emotional intimacy in a healthy relationship. 7. Develop strategies to address domestic or dating violence and end unhealthy relationships.	See Recommended Textbooks & Other Resources Pg. 20

<p>B. Sexuality</p> <ol style="list-style-type: none"> 1. Appraise internal and external influences and pressures to become sexually active and demonstrate strategies to resist those pressures. 2. Critique behaviors that place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy. 3. Analyze factors that influence the choice, use, and effectiveness of contraception, risk reduction, or risk elimination strategies. 4. Predict how cultural and religious beliefs, popular trends and fads, and current and emerging technological advances influence sexuality and reproductive health. 5. Investigate current and emerging topics related to sexual orientation. 6. Investigate female and male reproductive and sexual health issues and discuss the importance of education and preventive healthcare (e.g., breast/testicular exam). 	<p>See Recommended Textbooks & Other Resources Pg. 20</p>
<p>C. Pregnancy and Childbirth</p> <ol style="list-style-type: none"> 1. Compare and contrast embryonic and fetal development in single and multiple pregnancies. 2. Describe the stages of labor and childbirth and compare childbirth options. 3. Analyze the physical and emotional changes that occur during each trimester of pregnancy and postpartum. 4. Compare and contrast pregnancy options. 5. Discuss physical, emotional, social, cultural, religious, and legal issues related to pregnancy termination. 6. Investigate the relationship between prenatal exposure to alcohol, tobacco and other drugs, infections, and environmental hazards, and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, and disabilities. 7. Analyze the physical, economic, emotional, social, intellectual, and cultural demands of raising a child. 8. Assess and evaluate parenting strategies used at various stages of child development. 9. Investigate the legal rights and responsibilities of teen mothers and fathers. 10. Discuss factors that influence the decision to have or to adopt a child. 11. Analyze trends in teen pregnancy rates, teen births, and out-of-wedlock births, considering shifts in marriage patterns, sexual norms, contraceptive practices, the availability of abortion, and the size and composition of the teen population. 	<p>See Recommended Textbooks & Other Resources Pg. 20</p>

Standard 2.5 Motor Skill Development

ALL STUDENTS WILL UTILIZE SAFE, EFFICIENT, AND EFFECTIVE MOVEMENT TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health-enhancing forms of physical activity throughout life. In order to meet this standard, students must participate in a wide range of developmentally-appropriate games, sports, dance, and lifetime recreational activities that will help students develop and maintain a healthy, active lifestyle.

Building upon the knowledge gained in preceding grades, by the end of Grade 12, students will be able to:

Objective/ Skills	Materials/ Resources/ Strategies
A. Movement Skills <ol style="list-style-type: none">1. Demonstrate mature, mechanically correct form and control when combining and modifying movement skills in applied settings.2. Use information from internal and external sources to detect, analyze, and correct errors in movement skills and patterns used in applied settings.3. Apply and analyze the use of momentum, force, and torque to enhance or change the performance of movement skills during physical activity.4. Transfer specialized movement skills that use similar patterns from one movement activity to another.5. Design and perform smooth flowing sequences with intentional changes in direction, flow, and speed (e.g., martial arts, line dance, roller blading, swimming).	See Recommended Textbooks & Other Resources Pg. 20
B. Movement Concepts <ol style="list-style-type: none">1. Analyze a movement performance and discuss how each part can be made more interesting, creative, efficient, and/or more effective.2. Predict changes in movement performance based on the application of balance, counter balance, weight transfer, and agility.3. Analyze the impact of kinesthetic awareness, “perfect” practice, motivation, and appropriate challenges in facilitating the learning and refinement of a movement skill.4. Analyze how movement activities reflect culture, era, geography, or historical context.	See Recommended Textbooks & Other Resources Pg. 20
C. Strategy <ol style="list-style-type: none">1. Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies in applied settings.	See Recommended Textbooks & Other Resources Pg. 20

<p>D. Sportsmanship, Rules, and Safety</p> <ol style="list-style-type: none"> 1. Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior. 2. Investigate the impact of rules and regulations on the health and safety of participants. 	<p>See Recommended Textbooks & Other Resources Pg. 20</p>
<p>E. Sport Psychology</p> <ol style="list-style-type: none"> 1. Compare, contrast, and apply sport psychology techniques to mentally prepare for physical activity. 	<p>See Recommended Textbooks & Other Resources Pg. 20</p>

Standard 2.6 Fitness

ALL STUDENTS WILL APPLY HEALTH-RELATED AND SKILL-RELATED FITNESS CONCEPTS AND SKILLS TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard enables students to understand the components of health-related fitness (cardio respiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill related fitness (speed, agility, reaction time, coordination, and power). Students learn how each component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

Building upon the knowledge gained in preceding grades, by the end of Grade 12, students will be able to:

Objective/ Skills	Materials/ Resources/ Strategies
A. Fitness and Physical Activity <ol style="list-style-type: none">1. Predict the short- and long-term physical, social, and emotional benefits and potential problems associated with regular physical activity.2. Summarize the causes, influences, and responses of body systems during exercise.3. Describe how preventive healthcare, physiological monitoring, hydration, a safe environment, and exercising with a partner contribute to safe fitness activities.4. Evaluate the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.	See Recommended Textbooks & Other Resources Pg. 20
B. Training <ol style="list-style-type: none">1. Develop and implement a training program to maximize health benefits and prevent exercise-related injuries and illnesses.2. Apply training principles to establish a progression of activity that will improve each component of fitness and justify the use of each principle.3. Compare and contrast the use of drugs, fitness products, and fads to achieve fitness.	See Recommended Textbooks & Other Resources Pg. 20

<p>C. Achieving and Assessing Fitness</p> <ol style="list-style-type: none"> 1. Engage in a variety of sustained, vigorous physical activities to enhance each component of fitness. 2. Perform at the intensity level needed to enhance cardiovascular fitness, monitor physiological responses before, during, and after exercise, and modify exercise appropriately in response. 3. Assess personal level of fitness, design a personal fitness plan considering current health and fitness status, goals and interests, skill level, accessibility and costs, and use technology to implement, monitor, and evaluate the plan. 4. Demonstrate age and gender-specific progress towards the achievement of fitness goals for each component of health-related and skill-related fitness. 5. Modify a fitness plan to accommodate for injury, illness, pregnancy, aging, and disability. 6. Discuss the use of body mass index, body fat percentage, and fat deposition as measures of fitness. 	<p>See Recommended Textbooks & Other Resources Pg. 20</p>
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Driver Education Grade 10

Standard 2.1 Wellness

ALL STUDENTS WILL LEARN AND APPLY HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard aims to increase student knowledge about the physical, social, emotional, and intellectual dimensions of wellness, thus enabling them to make informed choices about their health now and in the future. Wellness can be defined as a way of life that emphasizes health promotion measures such as healthy eating, learning to manage stress, reducing one's risk of contracting a disease, and preventing and treating simple injuries. Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

Objective/ Skills	Materials/ Resources/ Strategies
2.1.12.D.5. Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g. organ/tissue donation, seatbelt use, and the use of hand - held devices.	See Recommended Textbooks & Other Resources Pg. 20

The standards and strands for all students are delineated below:

2.1 Wellness

- A. Personal Health
- B. Growth and Development
- C. Nutrition
- D. Diseases and Health Conditions
- E. Safety
- F. Social and Emotional Health

2.2 Integrated Skills

- A. Communication
- B. Decision Making
- C. Planning and Goal Setting
- D. Character Development
- E. Leadership, Advocacy, and Service
- F. Health Services and Careers

2.3 Drugs and Medicines

- A. Medicines
- B. Alcohol, Tobacco, and Other Drugs
- C. Dependency/Addiction and Treatment

2.4 Human Relationships and Sexuality

- A. Relationships
- B. Sexuality
- C. Pregnancy and Parenting

2.5 Motor Skill Development

- A. Movement Skills
- B. Movement Concepts
- C. Strategy
- D. Rules, Safety, and Sportsmanship
- E. Sport Psychology

2.6 Fitness

- A. Fitness and Physical Activity
- B. Training
- C. Achieving and Assessing Fitness

Recommended Textbooks/Other Resources

Grades K-2

Textbook: Your Health – Kindergarten (Harcourt, 2007)

Textbook: Your Health – 1st Grade (Harcourt, 2007)

Textbook: Your Health – 2nd Grade (Harcourt, 2007)

Grades 3-6

Textbook: Health and Fitness – 3rd Grade (Harcourt, 2007)

Textbook: Health and Fitness – 4th Grade (Harcourt, 2007)

Textbook: Health and Fitness – 5th Grade (Harcourt, 2007)

Textbook: Health and Fitness – 6th Grade (Harcourt, 2007)

Grades 7-8

Textbooks: Decisions for Health – 7th Grade (Holt, Rinehart & Winston, (2005)

Textbooks: Decisions for Health – 8th Grade (Holt, Rinehart & Winston, (2005)

Grades 9-12

Textbook: Health and Wellness- 9th, 11th & 12th Grades (Meeks Heit, 2005)

Textbook: New Jersey Drivers Manual - 10th Grade

Other Textbooks

Physical Education for Children- Daily Lesson Plans- Grades K-8 (Human Kinetics, 1989)

Guest Speakers

Hiv/Aids-Family Treatment Center, Newark, NJ
Gang and Violence- Juvenile Officers Association
Planned Parenthood
Preventionlinks
Linclon Tech
American Heart Association

DavidShoes
Union County DEA
Hillside Police Department
Union County Youth Services Bureau
DeVry University

Informational Conferences

NJASPERD Annual State Convention

The Lake Conference for K-8 Physical Education Teachers

Websites

Americanheart.org
kidshealth.org
Discoverykids.org
nhs.gov
AAHPERD.org
fitness.gov
pelinks4u.org
sex,etc.com
pbs.org
Teensexualhealth.vch.ca
state.nj.us/mvc/manuals/index.html
www. teachertube.com
discovery television series: short video clips and long video programs

teenhealth.org
PECentral.org
slimgoodbody.com
nih.gov
NJASPERD.org
dailyfitlog.com
thephysicaleducationupdate.com
plannedparenthood.com
harcourtschool.com
presidentialphysicalfitness.test.org
www.greatactivities.net

mypyramid.org
letsmove.com
mayoclinic.com
CDC.gov
Discoveryhealth.com
Youtube (administrator approval)
who.gov
organtransplants.org
glencoe.com
lessonplans4teachers.com\physicaleducation
www.njcourtsonline.com

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