

## Physical Education Grade 10: Academic

<b>Grade Level</b>	10
<b>Course Number</b>	910
<b>Subject Area</b>	Physical Education

### Course Description

The goal of this course is to educate 10<sup>th</sup> grade students on the concept of a healthy lifestyle using the knowledge of movement skills, fitness skills, cardiovascular skills, game activities, lifetime game skills, weight training with the added components of growing social skills through interactive atmosphere with their peers. Students will grow in the knowledge of their own personal fitness and learn the skills to improve the personal fitness both mentally and physically while developing the social skills necessary to flourish in the 21<sup>st</sup> Century. This is a full year course divided equally into two semesters; one semester will be focused on Health Education while the other semester will focus on Physical Education. The National Health Standards, the Massachusetts Health Curriculum Frameworks, and the standards of the National Association for Sport and Physical Education (NASPE) will govern the direction of this course.

### Content Standards

**What aspects of the state standards does the course address?**

- Building Resilience through Comprehensive Health
  - STRAND: Physical Health
  - Physical Activity and Fitness: Motor Skill Development
  - Physical Activity and Fitness: Physical Fitness
  - Physical Activity and Fitness: Personal and Social Competency
  - Applies movement skills and demonstrates proficiency in at least two lifetime sports such as aquatics, rhythms/dance, and individual and dual sports.
  - Designs, implements, evaluates, and modifies a plan for at least two self selected, lifetime, skill-related physical activities.
  - Explains the interrelationships among physical, emotional, cognitive and scientific factors that affect performance.
  - Demonstrates independent learning of movement skills.
  - Participates in moderate to vigorous physical activity at least 4 days a week in addition to school based sports activity.
  - Meets modified health-related fitness standards established by the state mandated fitness test (based on individual ability or limitations.)
  - Designs and implements a personal fitness program by adjusting physical activity levels to meet the principles of exercise.
  - Lists and describes the components of exercise prescription such as overload principle, type, progression, or specificity.
  - Evaluates consumer issues related to physical fitness such as marketing claims promoting fitness products and services.
  - Acts independent of negative peer pressure during physical activity.
  - Recognizes and resolves conflicts during physical activity.

**What aspects of National Standards does the course address?**

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Demonstrates understanding of movement concepts, principles, strategies and tactics, as they apply to the learning and performance of physical activities.
- Participates regularly in physical activity.
- Achieves and maintains a health-enhancing level of physical fitness.
- Exhibits responsible personal and social behavior that respects self and others in physical activity setting.
- Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Build a comprehensive healthy lifestyle through:**

- Knowledge and proficiency of movement skills through lifetime sport activities
- Increase your understanding of personal fitness through daily practice of fitness skills and how these skills

affect your health in later stages of your life.

- Actively participate in rigorous physical activity 3-5 hours a week.
- Meet PE fitness standards as established by state mandated fitness tests.
- Grow in the knowledge of lifetime sports and skill related activity.

## Essential Questions

Why is the knowledge development of motor skills essential for a healthy and productive lifestyle?

Why are skills and game knowledge important to participate in physical activities/sports and lifetime sports?

What is a safe physical setting and how does one gain the skills to identify these settings?

How do you measure one's level of fitness both mentally and physically?

Why is physical fitness important in the development of mind and body?

How do you maintain physical fitness as your body changes during your lifetime?

What are characteristics of good sportsmanship and how can I promote these traits through my healthy lifestyle?

What role does cooperation play in physical activities and sports?

How can individual differences enhance and contribute to group productivity as it pertains to team sports and activities?

How can physical activity and sport provide a wide range of lifelong benefits?

How does physical education enhance well-being?

What role does personal fitness have in my life and how do I develop a fitness plan in my life after my school days are over?

Why is it important to participate in physical activity regularly and how?

Why do I need motor skills to perform physical activities?

How should my fitness scores compare to the standards for students my age and how do I use this knowledge of these standards to design my own fitness plan?

How can strategy and tactics help in my performance of physical activities and sports?

## Enduring Understandings

**Students will acquire:**

- **A mutual respect for classmates of different gender, ability and development.**
- **Learn to be a leader of one and present a positive role model to your peers.**
- **Continue to develop skills in lifetime sports, skill activities and fitness tests.**
- Students will acquire:
  - The ability to maintain a personal fitness program designed to maintain/improve health related fitness components
  - Refine skills in selected sports and lifetime activities
  - The maturity to respond consistently in a positive manner to class and game decisions
  - Positive concept of supporting peers in their leadership of various activities and games
  - A respect for participants of like and different gender, athletic ability and physical handicaps
  - Accept responsibilities for themselves by leading and following in a positive manner
  - Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions
  - Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people
  - Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful
  - Positive decision making about fitness contributes to a healthy lifestyle
  - Efficient movement improves performance
  - Physical movement can be creative, enjoyable and individually rewarding
  - Physical and cognitive skills are necessary to successfully participate in a variety of physical activities/sports

## Evidence of Understanding

- Have the knowledge to identify the components of a sound fitness program and how these factors change during a person's life.
- Gain knowledge of stretching, warm-ups and cool down.
- Through individual and team motivation, increase proficiency of team sport skills.

**What will students know and be able to do as a result of this course of study?**

- Demonstrate developmentally appropriate competence in many and proficiency in a few movement forms and motor skills
- Demonstrate activities for warming up and cooling down before and after aerobic exercise
- Identify the components of physical fitness and the factors involved in planning and evaluating fitness programs for individuals at different stages of the life cycle
- Define the functions of leadership in team sports (increasing motivation, efficiency, and satisfaction)

**How will we know that they have mastered the enduring understanding of the course?**

- Health related self-assessment test (pre vs post test scores)
- Unit quizzes
- Activity Logs
- Portfolio that will include a list of activities they have participated in, evidence of their participation, extent of participation, and awareness of benefits of participation
- Numerical grading with appropriate behavioral comments
- Exit Exam
- Analyzing pre and post test fitness scores in designing future fitness program

## Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
Golf	How can golf be a healthy pastime? Why is golf considered a lifetime activity?	<ul style="list-style-type: none"> <li>• Grip a golf club</li> <li>• Aware of chipping technique</li> <li>• Golf terminology</li> </ul>	Skills Test Written Test
Project Adventure	What is a healthy risk? How does good communication affect the success of the group? What skills are necessary to work as a team?	<ul style="list-style-type: none"> <li>• Building trust among peers</li> <li>• Team building</li> </ul>	Project to Complete
Volleyball	What are the rules, skills and strategies involved in volleyball? How does teamwork and sportsmanship affect game play?	<ul style="list-style-type: none"> <li>• Rules and scoring</li> <li>• Serving Technique</li> <li>• Sustain Volley</li> </ul>	Skills Test Written Test
Basketball	Will they develop basic fundamental skills necessary for competitive basketball?	<ul style="list-style-type: none"> <li>• Knowledge of rules</li> <li>• Dribble</li> <li>• Play “knockout” and other small sided games</li> </ul>	Skills Test Written Test
Floor Hockey	What are the physical and social benefits of playing hockey? What safety procedures should be utilized while playing hockey casually or competitively?	<ul style="list-style-type: none"> <li>• Pass</li> <li>• Shoot</li> <li>• Stick Handle</li> </ul>	Skills Test Teamwork & Effort Safety
Group Games <ul style="list-style-type: none"> <li>• Angle Ball</li> <li>• 4 Goal Soccer</li> <li>• Goalline Soccer</li> <li>• Mazeball</li> <li>• Pillow Polo</li> </ul>	How does teamwork in sport carry over to future teamwork in the workplace? What are the benefits of playing group games? What individual skills and strategies can be utilized to improve team performance?	<ul style="list-style-type: none"> <li>• Participating in group activities</li> <li>• Stop and turns</li> <li>• Team work</li> </ul>	Skills Test Written Test
Ice Skating/Mini Golf/Driving Range	How can skating and golf be lifetime activities?	<ul style="list-style-type: none"> <li>• Skating Etiquette</li> <li>• Golf etiquette</li> </ul>	Effort Safety

Bocce & Horseshoes	<p>Why are the games of Bocce and Horseshoes considered lifetime activities?</p> <p>What are the benefits of playing Bocce and Horseshoes?</p>	<ul style="list-style-type: none"> <li>• Knowledge of rules</li> <li>• Develop Strategies</li> <li>• Proper etiquette</li> </ul>	<p>Skills Test</p> <p>Written Test</p>
Flag Football	<p>What is the proper technique to throw a football?</p> <p>What is the proper technique to catch a football?</p>	<ul style="list-style-type: none"> <li>• Knowledge of the rules</li> <li>• Develop Teamwork</li> <li>• Develop Strategies</li> </ul>	<p>Skills Test</p> <p>Written Test</p>
Tchoukball	<p>How does Tchoukball increase one's agility, reaction time, coordination and speed?</p>	<ul style="list-style-type: none"> <li>• Hitting the target</li> <li>• Command of Rules</li> <li>• Developing Teamwork</li> <li>• Developing Strategies</li> </ul>	<p>Skills Test</p> <p>Written Test</p>
Ultimate Frisbee	<p>What are the physical and social benefits of playing Ultimate Frisbee?</p> <p>Why is Ultimate Frisbee considered a lifetime activity?</p>	<ul style="list-style-type: none"> <li>• Catching Techniques</li> <li>• Throwing Techniques</li> <li>• Covering an opponent</li> </ul>	<p>Skills Test</p> <p>Written Test</p>
Physical Fitness Test	<p>Can I design a personal fitness program?</p> <p>What do I think about my fitness assess results and what changes should I make in my exercise routine to improve my results?</p>	<ul style="list-style-type: none"> <li>• Identify components of fitness</li> <li>• Conduct a personally developed program</li> <li>• Analyze and compare health and fitness benefits</li> </ul>	<p>Skills Test in the 5 components of fitness</p> <p>Fitnessgram</p> <p>Step Test</p> <p>Pacer Test</p>

## Health Grade 10: Academic

Grade Level	10
Course Number	910
Subject Area	Health Education

### Course Description

This is a course which meets both the standards for the Massachusetts Health Curriculum Frameworks standards as well as the National Health Standards. The course currently meets for one semester and is either preceded by or followed by one semester of Physical Education. In order to discover the information contained in the curriculum standards, students will study the following: accessing information, stress management, conflict resolution, communication, refusal skills, decision making, goal setting, advocacy and the analysis of influences. Students will acquire this information through a variety of methods. These methods include, but are not limited to: individual and small group work, reading, writing, internet and book research, films and documentaries, oral individual and group presentations, brainstorming, activities and games.

### Content Standards

**MA Health Curriculum Frameworks**

- Physical Health
- Growth and Development
- Nutrition
- Reproduction and Sexuality
- Ecological Health
- Community and Public Health
- Safety and Prevention
- Safety and Injury Prevention

**National Health Education Standards**

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.
- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

## Essential Questions

1. What do I already know about health?
2. What skills do I need to enhance my current knowledge of health?
3. What decisions do I have to make regarding my health this year?
4. What impact will my decisions this year have on my future health?
5. What opportunities become available to me with increased knowledge of health?

## Enduring Understandings

Comprehend concepts related to health promotion and disease prevention to enhance health  
Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors  
Access valid products and services to enhance health  
Use interpersonal communication skills to enhance health or reduce health risks  
Use decision-making skills to enhance health  
Acquire goal-setting skills to enhance health  
Practice health enhancing behaviors  
Avoid or reduce health risks  
Advocate for personal, family, and community health  
Define new words in context  
Develop their analytical writing skills  
Apply elements of grammar, usage, and style to their writing  
Acquire the knowledge and skills that support health and reduces the risk of illness and future chronic diseases  
Identify effects of food preparation on the nutritional value of food  
Understand the impact of heredity, behavior and the environment on the systems of the body  
Understand the relationship between eating behaviors, physical activity and emotional health  
Recognize nutritional needs for different stages in the life cycle  
Recognize the factors that influence food choice  
Acquire skills to care for the environment  
Utilize resource management skills needed to improve nutritional health  
Identify common food borne illnesses  
Learn the influence of social factors on health  
Gain skills to promote health  
Collaborate with others to facilitate healthy, safe and supportive communities  
Gain knowledge and skills to administer first aid and carry out emergency procedures  
Will avoid, recognize, and report verbal, physical and emotional abuse situations  
Will assess the factors that contribute to intentional and unintentional injury  
Acquire the knowledge and skills necessary to make effective personal decisions that promote their emotional, sexual, and reproductive health  
Recognize the effectiveness of various types of pregnancy and STI prevention methods  
Will learn that relationships with others are an integral part of the human life experience  
Will learn the factors that contribute to healthy interpersonal relationships  
Will acquire skills to enhance and make relationships more fulfilling through commitment and communication  
Set limits in a sexual relationship  
Students will learn how their actions affect others, will understand the power that positive character traits can have in violence prevention

## Evidence of Understanding

written work (short and long essays with rubrics), video and iPad projects, checklists, ticket to leave, free write, public service announcements  
quizzes and tests (announced and unannounced) oral presentations, skits, projects (individual and group), final exam

## Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
Students will be able to comprehend concepts related to health promotion and disease prevention to enhance health.	How do healthy behaviors affect health status? How are the environment and personal health interrelated? How do genetics and family history can impact personal health?	-Differentiate between healthy and unhealthy behaviors -Gain understanding of family health history	View and discuss, answer questions on POV film, "Food, Inc." Interview family members regarding health history
Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	How does the family influence the health of individuals? How does culture support and challenge health beliefs, practices, and behaviors? How do peers influence healthy and unhealthy behaviors?	-Recognize signs of family and peer influence -Identify media influences -Be aware of time spent using technology, for both academic and recreational purposes	Nutri-skits Cycle of Violence Catalog time spent on technology Writing reflections PSA assignment on cravings Peer Pressure role play in nutrition unit
Students will demonstrate the ability to access valid information and products and services to enhance health.	How do I know if health information, products, and services are valid? What resources from home, school and community provide health information? How do I access products and services which enhance health?	-Understand how to identify the unit price of items when making purchases -Carefully read labels and compare products	Study nutrition labels, plan, shop for and prepare a meal, analyzing nutritional content of foods prepared
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	How do I effectively communicate with my family and my peers to enhance my health? How does the use of refusal, negotiation and collaboration skills enhance health and/or reduce health risks? What strategies can be used to prevent, manage or resolve interpersonal conflicts without harm to self or others? In what ways can I ask for and offer assistance to enhance my health and the health of others?	-Identify privacy needs -Debate and discuss issues which may be of an emotional nature -practice assertive behaviors -recognize passive and aggressive behaviors	Privacy activity (Who Would You Tell?) Recognize the use of body language in the early stages of relationships, analyze case studies on sexual harassment, practice communication in verbal and non-verbal class activities
Students will demonstrate the ability to use decision making skills to enhance health.	What barriers hinder healthy decision making? What value does applying a thoughtful decision making process have in health related situations? When is it appropriate to collaborate on a decision? When is it appropriate to make an individual decision? Can I generate alternatives to health related issues or problems? What is the short and long term impact of each alternative on self and others? Can I defend the healthy choice when making a decision? How effective are health-related decisions?	-Recognize emergency situations and act accordingly -make decisions regarding alcohol and drug use and -demonstrate when and how to help a person who is intoxicated	CPR performance practical for infants, children and adults, including AED trainer use. Peer practice for Heimlich Maneuver and Recovery Position, spot and announced quizzes on First Aid, including burns, wounds, concussion, fainting, allergic reactions and use of EPI-Pen, seizures, stroke, and weather-related emergencies
Students will demonstrate the ability	What are my personal health practices and overall health	-Review physical, emotional and social health from grade	Record progress of health-related goal from grade 9

<p>to use goal-setting skills to enhance health.</p>	<p>status? How can I address strengths, needs and risks in a personal health goal? What strategies can I put in place to achieve this goal? What is my long term health plan?</p>	<p>9                      -Review SMART goals from grade 9                      -Identify progress on short and long term health goals</p>	<p>Enhance short and long term health-related goals using SMART goal format</p>
<p>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<p>What is the role of individual responsibility for enhancing health? What practices and behaviors will maintain or improve my health and the health of others?</p>	<p>-Reflect on personal health behaviors and any that have changed as a result of increased knowledge of health                      -Recognize healthy behaviors in others and nominate in the “High Five” program</p>	<p>Read article on the Lessons of Food Inc., discuss with parent and write reflection Research and present orally how to maintain the health of the body systems in infants, teenagers and adults</p>
<p>Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>How can I use accurate peer and societal norms to formulate a health-enhancing message? How can others be influenced and supported to make positive health choices? How can I advocate for improving personal, family and community health? How can I target a specific audience through health messages and communication techniques?</p>	<p>-Develop surveys to establish peer and societal norms                      -Research valid health resources for potential PSA                      -Discuss which issues are appropriate for which audience</p>	<p>Use research of food and food products to create posters on food ravings Complete national health survey</p>



## Physical Education Grade 9: Academic

<b>Grade Level</b>	9
<b>Course Number</b>	911
<b>Subject Area</b>	Physical Education

### Course Description

This is a full year course divided equally into two semesters; one semester will be focused on Health Education while the other semester will focus on Physical Education. The National Health Education Standards, the Massachusetts Health Curriculum Frameworks, and the National Association for Sport and Physical Education standards will govern the direction of this course. The planned, sequential curriculum addresses the physical, mental, emotional and social dimensions of one's health using a variety of learning experiences with an emphasis on participatory methods. This course is designed to motivate and assist students to maintain and engage in a variety of team-building/adventure activities designed to enhance fitness while having fun. In order to improve and maintain one's fitness, a student must be prepared for each class, participate fully, and strive for excellence. While engaging in activities that build social and emotional health, students will also be preparing for a health-related fitness assessment, a required part of this course.

**NHES Standards 1,2,3,4,5,6,7,8; Learning Standards: 1,2,3,4,5,6,7,8,9; NASPE Standards 1,2,3,4,5,6**

### Content Standards

**What aspects of the state standards does the course address?**

- Building Resilience through Comprehensive Health
  - STRAND: Physical Health
  - Physical Activity and Fitness: Motor Skill Development
  - Physical Activity and Fitness: Physical Fitness
  - Physical Activity and Fitness: Personal and Social Competency
  - Applies movement skills and demonstrates proficiency in at least two lifetime sports such as aquatics, rhythms/dance, and individual and dual sports.
  - Designs, implements, evaluates, and modifies a plan for at least two self selected, lifetime, skill-related physical activities.
  - Explains the interrelationships among physical, emotional, cognitive and scientific factors that affect performance.
  - Demonstrates independent learning of movement skills.
  - Participates in moderate to vigorous physical activity at least 4 days a week in addition to school based sports activity.
  - Meets modified health-related fitness standards established by the state mandated fitness test (based on individual ability or limitations.)
  - Designs and implements a personal fitness program by adjusting physical activity levels to meet the principles of exercise.
  - Lists and describes the components of exercise prescription such as overload principle, type, progression, or specificity.
  - Evaluates consumer issues related to physical fitness such as marketing claims promoting fitness products and services.
  - Acts independent of negative peer pressure during physical activity.
  - Recognizes and resolves conflicts during physical activity.

**What aspects of National Standards does the course address?**

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Demonstrates understanding of movement concepts, principles, strategies and tactics, as they apply to the learning and performance of physical activities.
- Participates regularly in physical activity.
- Achieves and maintains a health-enhancing level of physical fitness.

- Exhibits responsible personal and social behavior that respects self and others in physical activity setting.
- Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

## Essential Questions

- Why is the development of motor skills essential?
- Why are skills and game knowledge important to participate in physical activities/sports?
- How do you move efficiently and safely within a physical setting both indoors and outdoors?
- How does your movement affect performance?
- How do you measure one's physical fitness?
- Why is physical fitness important?
- How do you maintain physical fitness?
- What are characteristics of good sportsmanship?
- What role does cooperation play in physical activities and sports?
- Why is respect for individual differences so important?
- How can individual differences enhance and contribute to group productivity?
- How can physical activity and sport provide a wide range of lifelong benefits?
- How does physical education enhance well-being?
- What role does personal fitness have in my life?
- Why is it important to participate in physical activity regularly?
- Why do I need motor skills to perform physical activities?
- How should my fitness scores compare to the standards for students my age?
- How can strategy and tactics help in my performance of physical activities and sports?

## Enduring Understandings

- **Students will acquire:**
  - The ability to maintain a personal fitness program designed to maintain/improve health related fitness components
  - Refine skills in selected sports and lifetime activities
  - The maturity to respond consistently in a positive manner to class and game decisions
  - Positive concept of supporting peers in their leadership of various activities and games
  - A respect for participants of like and different gender, athletic ability and physical handicaps
  - Accept responsibilities for themselves by leading and following in a positive manner
  - Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions
  - Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people
  - Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful
  - Positive decision making about fitness contributes to a healthy lifestyle
  - Efficient movement improves performance
  - Physical movement can be creative, enjoyable and individually rewarding
  - Physical and cognitive skills are necessary to successfully participate in a variety of physical activities/sports

## Evidence of Understanding

### What will students know and be able to do as a result of this course of study?

- Demonstrate developmentally appropriate competence in many and proficiency in a few movement forms and motor skills
- Demonstrate activities for warming up and cooling down before and after aerobic exercise
- Identify the components of physical fitness and the factors involved in planning and evaluating fitness programs for individuals at different stages of the life cycle
- Define the functions of leadership in team sports (increasing motivation, efficiency, and satisfaction)

### How will we know that they have mastered the enduring understanding of the course?

- Health related self-assessment test (pre vs. post test scores)
- Unit quizzes
- Activity Logs

- Portfolio that will include a list of activities they have participated in, evidence of their participation, extent of participation, and awareness of benefits of participation
- Numerical grading with appropriate behavioral comments
- Exit Exam
- Analyzing pre and post test fitness scores in designing future fitness program

<b>Course Outline</b>			
Unit	Essential Questions	Skills and Understandings	Assessment
Golf	How can golf be a healthy pastime? Why is golf considered a lifetime activity?	<ul style="list-style-type: none"> <li>• Grip a golf club</li> <li>• Aware of chipping technique</li> <li>• Golf terminology</li> </ul>	Skills Test Written Test
Project Adventure	What is a healthy risk? How does good communication affect the success of the group? What skills are necessary to work as a team?	<ul style="list-style-type: none"> <li>• Building trust among peers</li> <li>• Team building</li> </ul>	Project to Complete
Volleyball	What are the rules, skills and strategies involved in volleyball? How does teamwork and sportsmanship affect game play?	<ul style="list-style-type: none"> <li>• Rules and scoring</li> <li>• Serving Technique</li> <li>• Sustain Volley</li> </ul>	Skills Test Written Test
Basketball	Will they develop basic fundamental skills necessary for competitive basketball?	<ul style="list-style-type: none"> <li>• Knowledge of rules</li> <li>• Dribble</li> <li>• Play “knockout” and other small sided games</li> </ul>	Skills Test Written Test
Floor Hockey	What are the physical and social benefits of playing hockey? What safety procedures should be utilized while playing hockey casually or competitively?	<ul style="list-style-type: none"> <li>• Pass</li> <li>• Shoot</li> <li>• Stick Handle</li> </ul>	Skills Test Teamwork & Effort Safety
Group Games <ul style="list-style-type: none"> <li>• Angle Ball</li> <li>• 4 Goal Soccer</li> <li>• Goalline Soccer</li> <li>• Mazeball</li> <li>• Pillow Polo</li> </ul>	How does teamwork in sport carry over to future teamwork in the workplace? What are the benefits of playing group games? What individual skills and strategies can be utilized to improve team performance?	<ul style="list-style-type: none"> <li>• Participating in group activities</li> <li>• Stop and turns</li> <li>• Team work</li> </ul>	Skills Test Written Test
Ice Skating/Mini Golf/Driving Range	How can skating and golf be lifetime activities?	<ul style="list-style-type: none"> <li>• Skating Etiquette</li> <li>• Golf etiquette</li> </ul>	Effort Safety
Bocce & Horseshoes	Why are the games of Bocce and Horseshoes considered lifetime activities? What are the benefits of playing Bocce and Horseshoes?	<ul style="list-style-type: none"> <li>• Knowledge of rules</li> <li>• Develop Strategies</li> <li>• Proper etiquette</li> </ul>	Skills Test Written Test
Flag Football	What is the proper technique to throw a football? What is the proper technique to catch a football?	<ul style="list-style-type: none"> <li>• Knowledge of the rules</li> <li>• Develop Teamwork</li> <li>• Develop Strategies</li> </ul>	Skills Test Written Test
Tchoukball	How does Tchoukball increase one’s agility, reaction time, coordination and speed?	<ul style="list-style-type: none"> <li>• Hitting the target</li> <li>• Command of Rules</li> <li>• Developing Teamwork</li> <li>• Developing Strategies</li> </ul>	Skills Test Written Test

Ultimate Frisbee	<p>What are the physical and social benefits of playing Ultimate Frisbee?          Why is Ultimate Frisbee considered a lifetime activity?</p>	<ul style="list-style-type: none"> <li>• Catching Techniques</li> <li>• Throwing Techniques</li> <li>• Covering an opponent</li> </ul>	<p>Skills Test          Written Test</p>
Physical Fitness Test	<p>Can I design a personal fitness program?          What do I think about my fitness assess results and what changes should I make in my exercise routine to improve my results?</p>	<ul style="list-style-type: none"> <li>• Identify components of fitness</li> <li>• Conduct a personally developed program</li> <li>• Analyze and compare health and fitness benefits</li> </ul>	<p>Skills Test in the 5 components of fitness          Fitnessgram          Step Test          Pacer Test</p>

## Health Grade 9: Academic

<b>Grade Level</b>	9
<b>Course Number</b>	911
<b>Subject Area</b>	Health

### Course Description

This is a course which meets both the standards for the Massachusetts Health Curriculum Frameworks standards as well as the National Health Standards. The course currently meets for one semester and is either preceded by or followed by one semester of Physical Education. In order to discover the information contained in the curriculum standards, students will study the following: accessing information, stress management, conflict resolution, communication, refusal skills, decision making, goal setting, advocacy and the analysis of influences. Students will acquire this information through a variety of methods. These methods include, but are not limited to: individual and small group work, reading, writing, internet and book research, films and documentaries, oral individual and group presentations, brainstorming, activities and games.

### Content Standards

**State Standards**

- Mental Health
- Family Life
- Interpersonal Relationships
- Disease Prevention & Control
- Tobacco, Alcohol and Other Substance Use/Abuse Prevention
- Violence Prevention
- Consumer Health & Resource Management

**National Standards**

1. Students will understand concepts related to health promotion and disease prevention to enhance health.
2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors
3. Students will demonstrate the ability to access valid information and products and services to enhance health.
4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
5. Students will demonstrate the ability to use decision-making skills to enhance health.
6. Students will demonstrate the ability to use goal-setting skills to enhance health.
7. Students will demonstrate the ability to provide health-enhancing behaviors and avoid or reduce health risks.
8. Students will demonstrate the ability to advocate for personal, family, and community health.

### Essential Questions

1. What do I already know about health?
2. What skills do I need to enhance my current knowledge of health?
3. What decisions do I have to make regarding my health this year?
4. What impact will my decisions this year have on my future health?
5. What opportunities become available to me with increased knowledge of health?

### Enduring Understandings

The “enduring understandings” as they relate to the subject of health and specifically to the standards taught in this course,

acquired by students include, but are not limited to:

- The ability to advocate for themselves and others
- Setting of short and long-term goals
- Communicating effectively with others
- Making health-enhancing decisions
- Analyzing the influences of peers family members and the media
- Accessing information
- Implementing refusal skills, self-management skills, conflict resolution and mediation
- The effective management of stress.
- Define new words in context
- Develop their analytical writing skills
- Apply elements of grammar, usage, and style to their writing
- The ability to manage emotions, personality and character development, and social awareness.
- The aptitudes to promote self-acceptance, make decisions, and cope with stress, including suicide prevention.
- An understanding about the significance of the family on individuals and society.
- Support the family, balance work and family life, be an effective parent, and nurture the development of children.
- Understand that relationships with others are an integral part of the human life experience and the factors that contribute to healthy interpersonal relationships.
- The acquisition of skills to enhance and make many of these relationships more fulfilling through commitment and communication.
- The learning of the signs, symptoms, and treatment of chronic and communicable diseases.
- The gaining of skills related to health promotion, disease prevention, and health maintenance.
- The knowledge and skills to be competent in making health-enhancing decisions regarding the use of medication and avoidance of substances, and in communicating about substance use/abuse prevention for healthier homes, schools, and communities.
- The learning of how their actions affect others.
- An understanding of the power that positive character traits can have in violence prevention.
- The acquisition of skills to report incidents of violence and hurtful behavior to adults in the school community.
- The avoidance of violent behaviors, the ability to identify constructive alternatives to violence, including how to discourage others from engaging in violence.
- The acquisition of the knowledge and skills necessary to obtain, manage, and evaluate resources to maintain physical and mental health and well-being for themselves, their family, and the community.

## Evidence of Understanding

**How will we know that they have mastered the enduring understandings of the course?**

Methods of evaluation include but are not limited to: written work (short and long essays with rubrics), quizzes (announced and unannounced), tests, oral presentations, skits, projects, and a cumulative final exam.

### Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
NHES 6. Students will demonstrate the ability to use goal-setting skills to enhance health.	- What short term and long term goals will help me stay healthy? - What are emotions and how do I manage them? - How do I learn self-acceptance? - How do I cope with stress? - How do I reduce stress in my life? - What treatment/therapy is available to me?	- Identify emotions. - Promote positive self-esteem. - Be able to use stress management techniques. - Recognize ways to get appropriate help when needed. - Be able to set short and long term goals.	<p><b>Students develop a long term personal health plan, in which they create short and long term goals pertaining to the six different types of health, and present them in a creative fashion.</b></p> <p><b>Quizzes on how to write effective goals and how the six types of health pertain to self-acceptance.</b></p>

<p>NHES 8. Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<ul style="list-style-type: none"> <li>- What is a health advocate?</li> <li>- How do I maintain physical and mental health for myself, my family and my community?</li> <li>- How am I influenced by my friends and family?</li> </ul>	<ul style="list-style-type: none"> <li>- Know how to be an advocate for one’s own health.</li> <li>- Know strategies that can be utilized to advocate for the health of others.</li> <li>- <i>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</i></li> </ul>	<p><b>The creation of advocacy posters with which students encourage others to abide by healthy standards.</b></p> <p><b>The students react verbally and in writing to situation prompts in which their views on the health of their community and environment are explored.</b></p>
<p>NHES 2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p>	<ul style="list-style-type: none"> <li>- How do my friends and family influence the decisions I make about alcohol, tobacco and other substances?</li> <li>- What is the proper way to use medicines? How do I avoid alcohol, tobacco and other substances?</li> <li>- What influence can the media have on my health?</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the influence peer pressure has on making healthy decisions about alcohol, tobacco and other substances.</li> <li>- Correctly read a medicine label.</li> <li>Be aware of media influences.</li> <li>- <i>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</i></li> </ul>	<p><b>Students produce written reflections in which the decision making process is assessed.</b></p> <p><b>Students react to situational prompts which put students in hypothetical situations involving outside pressures on their health-related decisions and examined.</b></p> <p><b>Quizzes regarding characteristics of substance use and abuse, as well as the use of and hazards related to tobacco.</b></p> <p><b>In small groups, students will create an accurate prescription label.</b></p> <p><b>Students will take a test covering detailed information about substance abuse, how alcohol affects the body, and different forms of tobacco.</b></p>
<p>NHES 3. Students will demonstrate the ability to access valid information and products and services to enhance health.</p>	<ul style="list-style-type: none"> <li>- What do I need to know to obtain, manage and evaluate resources?</li> </ul>	<ul style="list-style-type: none"> <li>- Be aware of how and where to find credible health information and resources.</li> <li>- <i>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i></li> <li>- <i>Gather relevant information from multiple</i></li> </ul>	<p><b>Students create and present a project examining an assigned type of cancer while utilizing at least two credible sources which are cited in MLA format.</b></p> <p><b>Students work in a group to gather reliable information from credible sources regarding different drug classifications. All</b></p>

		<i>authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</i>	<b>sources are properly cited in MLA format, and subsequently presented to the class.</b>
NHES 1. Students will understand concepts related to health promotion and disease prevention to enhance health.	<ul style="list-style-type: none"> <li>- How can I prevent communicable and non communicable diseases?</li> <li>- What are the signs, symptoms and treatments of chronic, communicable and non-communicable diseases?</li> <li>- What skills do I need to be healthy &amp; prevent disease?</li> <li>- How do I maintain good health?</li> </ul>	<ul style="list-style-type: none"> <li>- Know what diseases are preventable and what are hereditary.</li> <li>- Recognize signs and symptoms of diseases.</li> <li>- Promote a healthy, active lifestyle in order to prevent disease.</li> <li>- <i>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</i></li> <li>- <i>Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source.</i></li> </ul>	<p><b>Students create and present a project examining an assigned type of cancer, including the signs, symptoms, treatments, and preventative actions. The project cites multiple credible sources, and is presented via diverse media.</b></p> <p><b>Quiz on the characteristics of cancer, how it can be prevented, as well as how it can be treated.</b></p> <p><b>Students will take a test covering various types and characteristics of communicable and non-communicable diseases.</b></p>
NHES 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	<ul style="list-style-type: none"> <li>- What is the importance of family?</li> <li>- What is commitment? What is a healthy relationship?</li> <li>How do I develop good communication skills?</li> <li>- What contributes to being a good friend?</li> <li>- How do I say NO without losing my friends?</li> <li>- What do I do when my friend or family member disagrees with me?</li> <li>- How do I help friends settle a disagreement?</li> </ul>	<ul style="list-style-type: none"> <li>- Identify different kinds of family structures and circumstances.</li> <li>- Know how to recognize and report abuse.</li> <li>- Know the most effective communication style.</li> <li>- Understand different kinds of listening skills.</li> <li>- Promote positive healthy relationships.</li> <li>- Know how to use refusal skills to say NO.</li> <li>- Understand compromise, negotiation and mediation skills.</li> </ul>	<p><b>Students complete individual journal reflections regarding their views on the nature of various types of relationships, including those with family and friends.</b></p> <p><b>Students will respond to situational prompts regarding styles of communication, compromise, and negotiation skills.</b></p> <p><b>Students will work in small groups to analyze and subsequently present information regarding key aspects of the negotiation process.</b></p>
NHES 5. Students will demonstrate the ability	<ul style="list-style-type: none"> <li>- How do my actions affect others?</li> </ul>	<ul style="list-style-type: none"> <li>- Understand that my actions can affect others.</li> </ul>	<b>Through written and verbal reflections, students</b>



<p>to use decision-making skills to enhance health.</p>	<ul style="list-style-type: none"> <li>- How do I report an incidence of violence?</li> <li>- What is a healthy relationship?</li> <li>- What are the signs of abuse?</li> <li>- What is bullying?</li> </ul>	<ul style="list-style-type: none"> <li>- Know what constitutes a healthy relationship.</li> <li>- <i>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying all fallacious reasoning or exaggerated or distorted evidence.</i></li> </ul>	<p><b>will analyze fallacies in skewed prompts and statements pertaining to relationships, violence, abuse, and bullying.</b></p> <p><b>Students will examine the components of healthy relationships and various family structures through written reflections</b></p>
<p>NHES 7. Students will demonstrate the ability to provide health-enhancing behaviors and avoid or reduce health risks.</p>	<ul style="list-style-type: none"> <li>- What do I do if I find myself in an abusive relationship?</li> <li>- How do I deal with a bully?</li> <li>- How do I prevent violence?</li> <li>- How can positive character traits influence others?</li> <li>- What do I do if I find myself in an abusive relationship?</li> </ul>	<ul style="list-style-type: none"> <li>- Know how to recognize an act of violence and what to do about it.</li> <li>- Know how to recognize abuse and how to report it.</li> <li>- Know the influence a bully can have on an individual, a school, and the environment.</li> <li>- <i>Make strategic use of digital media in presentations to enhance understandings of findings, reasoning, and evidence and to add interest.</i></li> </ul>	<p><b>In small groups, students will create a public service announcement that will be presented through digital media and informatively address an issue pertaining to relationships, abuse, bullying, or violence.</b></p>

## Fitness in the 21<sup>st</sup> Century: Academic

<b>Grade Level</b>	11, 12
<b>Course Number</b>	915
<b>Subject Area</b>	Physical Education

### Course Description

This course is designed to provide authentic, educationally-rich fitness experiences for students in the context of the school's Physical Education and Health Department. The course is used to reinforce and enhance the concepts of fitness through a wide variety of activities that includes, but is not limited to, fitness games and activities, dance, yoga, Pilates, and other cutting edge activities. Free weights and machines will be utilized as well as other fitness-enhancing equipment. Students will use iPads, heart rate monitors, pedometers, and interactive technologies.

### Content Standards

#### MA Health Curriculum Frameworks

Physical Health  
 Nutrition  
 Safety and Prevention  
 Safety and Injury Prevention

#### National Health Education Standards

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

#### National Association for Sport and Physical Education Standards

**Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies and tactics, as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity.

Standard 4: Achieves and maintains a health-enhancing level of fitness.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

## Essential Questions

1. What do I already know about fitness and physical health?
2. What knowledge and skills can enhance my current fitness level?
3. What steps must I take to improve my current health?
4. What impact will my decisions this year have on my future health?
5. What opportunities become available to me with increased knowledge of physical health and fitness?

## Enduring Understandings

Comprehend concepts related to health promotion and disease prevention to enhance health  
Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors  
Access valid products and services to enhance physical health and fitness  
Use interpersonal communication skills to enhance health or reduce health risks  
Use decision-making skills to enhance health  
Acquire goal-setting skills to enhance health  
Practice health enhancing behaviors  
Avoid or reduce health risks  
Advocate for personal, family, and community health  
Define new words in context  
Develop their analytical writing skills  
Apply elements of grammar, usage, and style to their writing  
Acquire the knowledge and skills that support health and reduces the risk of illness and future chronic diseases  
Identify effects of food preparation on the nutritional value of food  
Understand the impact of heredity, behavior and the environment on the systems of the body  
Understand the relationship between eating behaviors, physical activity and emotional health  
Recognize nutritional needs for different stages in the life cycle  
Utilize resource management skills needed to improve nutritional health  
Learn the influence of social factors on health  
Gain skills to promote health  
Gain knowledge and skills to administer first aid in a physical activity setting  
Will assess the factors that contribute to intentional and unintentional injury  
Will learn that relationships with others are an integral part of the human life experience  
Will learn the factors that contribute to healthy interpersonal relationships  
Students will learn how their actions affect others, will understand the power that positive character traits can have on physical health  
Students will develop individual competence and versatility in movement skills, understands movement concepts, and relate physical activity to lifelong health.  
Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities  
Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activity  
Participates regularly in physical activity

Achieves and maintains a health-enhancing level of physical fitness  
 Exhibits responsible personal and social behavior that respects self and others in physical activity settings  
 Values physical activity for health ,enjoyment, challenge, self-expression and/or social interaction

## Evidence of Understanding

written work (short and long essays with rubrics)  
 Quizzes and tests (announced and unannounced) oral presentations, peer teaching, projects  
 (individual and group), video, portfolios, final exam

### Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
Cardiovascular Fitness	What terms are related to cardiovascular health? Which fitness tests measure cardiovascular health? How can the use of pedometers and heart rate monitors enhance cardiovascular health? What is recovery heart rate? What is target heart rate? What is resting heart rate? How does improved cardiovascular health enhance everyday life activities and sport performance?	-Pertinent vocabulary -Assess a partner’s ability to perform health related fitness tests -Perform basic jump rope skills -Use pedometers and heart rate monitors efficiently and accurately -Take a manual pulse -Perform basic cardio-kickboxing -Use exercise measurements like the Borg Scale of Perceived Exertion -Use technology geared to elevate heart rate (i.e. wii Just Dance) -Use a variety of equipment to elevate heart rate -recognize the difference between aerobic and anaerobic exercise	-Vocabulary quizzes -Pacer Test -Mile Walk/Run -Jump Rope Challenge -Pedometer Recordings -Heart Rate Monitor Recordings -Peer Recordings of Perceived Exertion
Muscular Endurance and Strength	What terms are related to muscular endurance and strength? What is the difference between endurance and strength? What tests are used to measure muscular strength and endurance? How can improved muscular strength and endurance enhance performance in everyday activities and sports?	-pertinent vocabulary -perform muscular strength and endurance exercises in good form -understand the difference between strength and endurance -use a variety of resistance methods to improve muscular strength and endurance	-vocabulary quizzes -pre-test, post-test of a variety of muscular endurance and strength skills -partner project on using FITT principle, as well as the Principles of Progression, Specificity and Overload

Flexibility	<p>What is flexibility?                  What terms are related to flexibility?                  What tests measure flexibility?                  How can maintaining or improving flexibility enhance movement performance and prevent injury?</p>	<p>-pertinent vocabulary                  -perform health related fitness tests which measure flexibility                  -recognize muscle strains                  -use a variety of methods to improve flexibility                  -Perform a variety of exercises in good form, using key concepts or cues</p>	<p>-Quizzes on vocabulary                  -health related fitness test (sit and reach)                  -fitnessgram flexibility tests                  -partner project on use of FITT Principle, Principles of Overload, Progression and Specificity                  -Short and long term fitness goals</p>
Body Composition	<p>What is body composition?                  What terms are related to body composition?                  What tests measure body composition?                  What is a healthy body composition?                  How does body composition affect my overall health?                  How is body composition related to my regular diet? What are three major components of the body?                  What is BMI? What does it tell us? What doesn't it tell us?                  What kind of activities promote improved BMI? What kind of behaviors negatively impact BMI?</p>	<p>-pertinent vocabulary                  -perform health related fitness tests which measure body composition                  -use a variety of methods to improve body composition                  -recognize upper and lower borders of healthy body weight                  -read food labels                  -determine one's own caloric and nutritional needs                  -set short and long term goals to improve body composition and/or diet                  -access valid resources for nutrition information</p>	<p>-quizzes on vocabulary                  -quiz on use of BMI charts                  -food label quiz                  -food journal                  -write short and long term goals in SMART formation                  -use internet sources to develop a healthy eating plan</p>
Developing a Personal Health and Fitness Plan	<p>What are my personal health practices and overall health status? How can I address strengths, needs and risks in a personal fitness and health goal? What strategies can I put in place to achieve this goal? What is my long term health/fitness plan?</p>	<p>-pertinent vocabulary                  -write SMART goals                  -use health related fitness tests to determine a baseline fitness level of a partner                  -listen to partner explain health and fitness current and future plans                  -develop a plan for partner based on individual needs and test outcomes</p>	<p>-pre-test                  -post-test                  SMART Goals                  Personal Fitness Plan</p>