



Salem County Special Services School District Curriculum

Comprehensive Health and Physical Education 11

November 2024

BOE Approved: February 2025

District Mission Statement/Standards and Commitments

Mission Statement

The mission of the Salem County Special Services School District, a regional educational service agency, is to provide high quality, cost effective programs and services to the schools and districts of Salem and Cumberland Counties. Our Schools are learning communities where adults with special gifts serve students with special needs. The programs are cooperative ventures that foster shared services and expertise in an effort to both increase quality of service and decrease cost to local districts.

Standards and Commitments

Our schools will provide an engaging and challenging curriculum that addresses the New Jersey Student Learning Standards (NJSLS). Teaching and learning will take place in physically and emotionally safe environments that have an active commitment to ensure trust, mutual respect, communication, effective collaboration, and good citizenship. The vision of Salem County Special Services School District is that all students develop the skills, knowledge, and attitudes necessary to succeed in life.

Course Description

Physical Education 11 classes are designed to practice and develop skills in activities that will help students maintain fitness throughout their life. Student fitness levels will be assessed in the following areas: cardiovascular endurance, flexibility, muscular strength and muscular endurance. From these assessments, students will develop a baseline to set personal fitness goals and will participate in fitness activities designed to improve all areas of fitness. Students will continue to work towards personal fitness goals as well as enjoy the life-long fitness activities offered in class. Students will engage in team sports, individual and dual sports, wellness lessons, as well as cooperative activities.. Students will understand the benefits that regular exercise can provide for a person's mental, physical and social health. All students will have multiple opportunities to build on the skills and topics previously addressed in Physical Education 10.

Students in Health 11 will learn the basics of CPR and first aid. Students will practice hands only CPR and understand how to address specific first aid situations. These skills will foster the confidence to act in these moments. Students will also learn about the immune system, how it works and how different pathogens affect the body.

Physical Education Pacing Guide

Unit Title	Unit Number	Pacing	Unit Overview
Wellness	1	20 Days	In this unit, students will learn how to stay fit at home. Basic exercises that can be done without expensive gym equipment will be highlighted. Additionally, students will learn about stress and how to manage stress in healthy ways.
Fitness	2	20 Days	Unit 2 revolves around fitness. Building on basic knowledge learned in PE 9 and 10, students will learn to adjust movement patterns to tempo and form. This will be applied to learning how to safely weight train. Students will also expand on their knowledge of exercises that can be done at home, including advanced use of free weights, cables and machines. More specifically, students will learn to apply target heart rate to cardiovascular workouts. Students will use this knowledge in more advanced circuit training and high intensity interval training.
Cooperative Activities	3	20 Days	In this unit, students learn to work with one another in a game setting. Students will be introduced to new activities and independently work together to complete the goal. Students will learn specific communication strategies to build on previous knowledge. Students will apply the skills learned for each game and adapt to rule changes.
Individual and Dual Sports	4	20 Days	Unit 4 is centered around individual and dual sports. In this unit, students learn to work with a partner in a game setting, with little teacher support. They also will set and accomplish a self-guided goal. Students will learn to communicate with a partner during a skill and game setting and apply the skills learned for each game. Students will apply skills learned in previous years to new activities introduced in PE 11.
Team Sports	5	20 Days	In Unit 5, students learn how to work with teammates in a game setting. Team sports is focused on working with peers to accomplish a common goal in a game setting. Students will apply previously taught skills to more advanced team sports. Students will officiate games to show knowledge of the rules and leadership abilities. Students learn to apply skills to activities and to adapt to various team building activities and games.

Health Pacing Guide

Unit Title	Unit Number	Pacing	Unit Overview
CPR	1	20 Days	In this unit, students will learn why knowing CPR is important and how it will apply to their lives. They will also learn the mechanics of CPR. Knowing how to administer First Aid is important in many life situations. In this unit, students will learn when it is appropriate to give First Aid. They will also learn how to administer First Aid in several common scenarios.
Endocrine System	2	20 Days	Students will learn the role and purpose of the endocrine system, specifically as it relates to hormones.
Immune System	3	20 Days	In the unit, students will learn the role and purpose of the immune system. They will understand the importance of the immune system in being healthy.

Key *= Amistad ^ = Holocaust <> = Career Education \$=Climate Change ()=DEI + LGBTQ+

Sexually Transmitted Infections	4	20 Days	Sexually Transmitted Infections (STIs) pose a serious risk to students' health. Students will learn about STIs, the risks, how to prevent contracting an STI, and what to do if you suspect you have become infected.
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Physical Education

Unit 1 Wellness

Curriculum Area: CHPE

Pacing: 20 days

Unit 1 Content Overview

In this unit, students will learn how to stay fit at home. Basic exercises that can be done without expensive gym equipment will be highlighted. Additionally, students will learn about stress and how to manage stress in healthy ways.

Unit 1 Essential Questions

- How can I stay fit and healthy by exercising at home?
- What makes an effective fitness routine?
- What are common stressors?
- How can I handle stress in healthy ways?

Unit 1 Pre-Assessment

- Teacher-created pre-assessment

Unit 1 Standards to be Taught and Assessed

- 2.2.12.PF.1
- 2.2.12.PF.2
- 2.2.12.PF.3
- 2.2.12.PF.4
- 2.2.12.PF.5
- 2.1.12.PGD.1
- 2.1.12.EH.1
- 2.1.12.EH.2
- 2.1.12.EH.3
- 2.1.12.EH.4

Unit 1 Student Learning Objectives We Are Learning To/That (WALT)

- Identify ways to stay fit and healthy by exercising at home.
- Identify what makes an effective fitness routine.

Key * = Amistad ^ = Holocaust <> = Career Education \$ = Climate Change () = DEI + LGBTQ+

- Identify common stressors.
- Identify and develop strategies to handle stress in healthy ways.

Unit 1 Evidence of Learning

Instructional Activities	<ul style="list-style-type: none"> • Fitness vocabulary • Exercise review questions • Staying Fit at Home- Vocabulary and review questions review. • Staying Fit at Home review questions • Stress management vocabulary. • Stress management stress identifier activity • Stress management action plan. • Discuss common stressors at work and how to handle it in a productive way. <> • Identify stressors for individuals belonging to minority and underrepresented groups. * + • Identify ways to alleviate stress by focusing on inclusion versus exclusion. ()
Formative Assessments	<ul style="list-style-type: none"> • Quizzes • Class Discussions • Groupwork
Summative Assessments	<ul style="list-style-type: none"> • Stress management test • How to apply staying fit at home reflection and self-plan
Alternative/Intervention Assessments	<ul style="list-style-type: none"> • Modified test. Oral assessments and/or retakes.

Unit 1 Instructional Materials

Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> • Textbook- Prentice Hall Health 	<ul style="list-style-type: none"> • Chromebook • Smartboard 	<ul style="list-style-type: none"> • KidsHealth • Shape America • NJAHPERD 	<ul style="list-style-type: none"> • Guided practice • Provide copy of teacher notes • Teacher study guides

Unit 1 Interdisciplinary Connections

ELA

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Key *= Amistad ^ = Holocaust <> = Career Education \$=Climate Change ()=DEI + LGBTQ+

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Computer Science and Design Thinking

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

Career Readiness, Life Literacies, and Key Skills

9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt.

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Unit 2 Fitness

Curriculum Area: CHPE

Timeframe: 20 days

Unit 2 Content Overview

Unit 2 revolves around fitness. Building on basic knowledge learned in PE 9 and 10, students will learn to adjust movement patterns to tempo and form. This will be applied to learning how to safely weight train. Students will also expand on their knowledge of exercises that can be done at home, including advanced use of free weights, cables and machines. More specifically, students will learn to apply target heart rate to cardiovascular workouts. Students will use this knowledge in more advanced circuit training and high intensity interval training.

Unit 2 Essential Questions

- What are the different patterns of movement?
- What are the different types of muscle contraction?
- How do you safely weight train?
- What exercises can be done at home?
- What is the difference between free weights, cables and machines?
- How does heart rate impact cardiovascular workouts?
- What is the difference between circuit training and HIIT?

Unit 2 Pre-Assessment

- Teacher-created pre-assessment

Unit 2 Standards to be Taught and Assessed

- 2.2.12.MSC.1
- 2.2.12.MSC.2
- 2.2.12.MSC.3
- 2.2.12.MSC.4
- 2.2.12.MSC.5
- 2.2.12.PF.1
- 2.2.12.PF.2
- 2.2.12.LF.1
- 2.2.12.LF.2
- 2.2.12.LF.3
- 2.2.12.LF.4
- 2.2.12.LF.5

Unit 2 Student Learning Objectives We Are Learning To/That (WALT)

- Movements have basic patterns.
- Identify muscle group and muscle contractions.
- Demonstrate weight training safety.
- Demonstrate exercise that can be done outside of a gym setting.
- Demonstrate use of free weights, cables and weight machines.
- Apply target heart rate to cardio vascular workouts.
- Demonstrate circuit training and HIIT exercise activities.

Unit 2 Evidence of Learning

Instructional Activities

- Vocabulary on types of muscle contraction. (Circuits, Supersets, compound sets)
- Create long and short-term goals.
- Form checklist on bench press and barbell squat.
- Learn how to check your own pulse during activity.
- Chart pulse during activity (individual and whole group)
- Analyze exercise vital data to determine impact of heart rate on activity
- Weight machine matching.
- Muscle review questions.

Unit 2 Evidence of Learning

	<ul style="list-style-type: none"> ● Goal progression and self-assessment ● Workout log ● Fitness test goal setting ● Argue the impact of air quality on exercise \$ ● Explore career options relating to fitness <>
Formative Assessments	<ul style="list-style-type: none"> ● Quizzes ● Class Discussions ● Groupwork ● Demonstrations
Summative Assessments	<ul style="list-style-type: none"> ● Fitness testing- Mile run, Pull-ups, Sit ups, Push Ups, Pacer, Trunk Lift, Sit and reach. ● Machine identification test.
Alternative/Intervention Assessments	<ul style="list-style-type: none"> ● Written medical assignment on the benefits of cardiovascular training.

Unit 2 Instructional Materials

Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> ● Warm ups consisting of interval training for 10 minutes. ● Student lead stretching of major muscle groups. ● Daily exercise (Jumping Jacks, Plank, Sit Ups, Squats, Push Ups) 	<ul style="list-style-type: none"> ● Weight machines ● Exercise equipment 	<ul style="list-style-type: none"> ● KidsHealth ● Shape America ● NJAHPERD ● HIIT videos ● Circuit training videos ● Resistance training videos ● Weight room safety videos 	<ul style="list-style-type: none"> ● Visual aids ● Modified movements ● Modified rules during activity

Unit 2 Interdisciplinary Connections

Science

HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

ELA

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Key * = Amistad ^ = Holocaust <> = Career Education \$ = Climate Change () = DEI + LGBTQ+

Computer Science and Design Thinking

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

Unit 3 Cooperative Activities

Curriculum Area: CHPE

Timeframe: 20 days

Unit 3 Content Overview

In this unit, students learn to work with one another in a game setting. They do this by learning how to communicate with teammates during a skill and game setting. Students will learn specific communication strategies to build on previous knowledge. Students will apply the skills learned for each game and adapt to rule changes.

Unit 3 Essential Questions

- Why is collaboration important in cooperative activities?
- Why is communication with teammates during a game setting important?
- How are skills transferable between games?
- What are effective communication strategies?
- How can you adapt to rule changes?

Unit 3 Pre-Assessment

- Teacher-created pre-assessment

Unit 3 Standards to be Taught and Assessed

- 2.2.12.MSC.1

Unit 3 Standards to be Taught and Assessed

- 2.2.12.MSC.2
- 2.2.12.MSC.3
- 2.2.12.MSC.4
- 2.2.12.MSC.5
- 2.2.12.PF.1
- 2.2.12.PF.2
- 2.2.12.LF.4
- 2.2.12.LF.5
- 2.2.12.LF.7

Unit 3 Student Learning Objectives We Are Learning To/That (WALT)

- Collaborate in a game setting to accomplish a common goal.
- Communicate effectively in various settings.
- Apply skills learned in game settings.
- Adapt play when rules change.

Unit 3 Evidence of Learning

Unit 3 Evidence of Learning	
Instructional Activities	<ul style="list-style-type: none"> ● Activity rules review. ● Vocabulary definitions and review: <ul style="list-style-type: none"> ○ Modified games ○ Relay race ○ Sportsmanship ○ Group strategy ● Brainstorming on strategies for communication with teammates. ● Explore careers where cooperative activities skills can be applied <> ● Review questions on rules ● Review Gaga Ball rules ● Discuss ways to include differently abled people in the activities of this unit. ()
Formative Assessments	<ul style="list-style-type: none"> ● Demonstration ● Game play ● Quizzes ● Class Discussions ● Groupwork
Summative Assessments	<ul style="list-style-type: none"> ● Reflection on how teamwork is important for successful strategies

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Unit 3 Evidence of Learning

	<ul style="list-style-type: none"> • Test on Gaga Ball rules and strategies. • Written response on how teamwork can be applied to life and work settings <>
Alternative/Intervention Assessments	<ul style="list-style-type: none"> • Written medical assignment on the importance of communication and sportsmanship.

Unit 3 Instructional Materials

Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> • Warm ups consisting of interval training for 10 minutes. • Student lead stretching of major muscle groups. • Daily exercise (Jumping Jacks, Plank, Sit Ups, Squats, Push Ups) 	<ul style="list-style-type: none"> • Game equipment 	<ul style="list-style-type: none"> • KidsHealth • Shape America • NJAHPERD 	<ul style="list-style-type: none"> • Visual aids • Modified movements • Modified rules during activity

Unit 3 Interdisciplinary Connections

ELA

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

Unit 4 Individual and Dual Sports

Curriculum Area: CHPE

Timeframe: 20 days

Unit 4 Content Overview

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Unit 4 is centered around individual and dual sports. In this unit, students learn to work with a partner in a game setting. They also learn to set and to accomplish a self-guided goal. Students will learn to communicate with a partner during a skill and game setting and apply the skills learned for each game. Students will apply skills learned in previous years to new activities introduced in PE 11.

Unit 4 Essential Questions

- Why is collaboration important in individual and dual sports?
- How do you create a plan to set and accomplish goals?
- Why is communication with teammates during a game setting important?
- How are skills transferable between games?
- What are effective communication strategies?
- How can you adapt to rule changes?

Unit 4 Pre-Assessment

- Teacher-created pre-assessment

Unit 4 Standards to be Taught and Assessed

- 2.2.12.MSC.1
- 2.2.12.MSC.2
- 2.2.12.MSC.3
- 2.2.12.MSC.4
- 2.2.12.MSC.5
- 2.2.12.PF.1
- 2.2.12.PF.2
- 2.2.12.LF.4
- 2.2.12.LF.5

Unit 4 Student Learning Objectives We Are Learning To/That (WALT)

- Collaborate in a game setting to accomplish a common goal.
- Create goals and establish a plan to achieve each goal.
- Communicate effectively in various settings.
- Apply skills learned in game settings.
- Adapt play when rules change.

Unit 4 Evidence of Learning

Instructional Activities	<ul style="list-style-type: none"> Archery vocabulary Vocabulary review. Review questions Read Pickleball rules Pickleball games Other individual and dual sport games Individual and dual review questions on pickleball and archery. Read articles about minorities, including those belonging to LGBTQ+ community who excelled at individual or dual sports and present to the class @ * + Discuss how acceptance is important in dual and individual sports () Read about climate change and discuss impact of weather on individual and dual outdoor sports like golf and tennis Discuss ways to include differently abled people in the activities of this unit. ()
Formative Assessments	<ul style="list-style-type: none"> Demonstration Game play Quizzes Class Discussions Groupwork
Summative Assessments	<ul style="list-style-type: none"> Pickleball rules test. Archery assessment
Alternative/Intervention Assessments	<ul style="list-style-type: none"> Written medical assignment on pickleball rules, court dimensions, and professions in the sport.

Unit 4 Instructional Materials

Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> Warm ups consisting of interval training for 10 minutes. Student lead stretching of major muscle groups. Daily exercise (Jumping Jacks, Plank, Sit Ups, Squats, Push Ups) 	<ul style="list-style-type: none"> Sport equipment Chromebooks Smartboard 	<ul style="list-style-type: none"> KidsHealth Shape America NJAHPERD Biography.com Climate change resources NJDOE 	<ul style="list-style-type: none"> Visual aids Modified movements Modified rules during activity

Unit 4 Interdisciplinary Connections

Science

Key * = Amistad ^ = Holocaust <> = Career Education \$ = Climate Change () = DEI + = LGBTQ+

HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.

ELA

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

Unit 5 Team Sports

Curriculum Area: CHPE

Timeframe: 20 days

Unit 5 Content Overview

In Unit 5, students learn how to work with teammates in a controlled game setting. Team sports is focused on working with peers to accomplish a common goal in a game setting. Students will apply previously taught skills to more advanced team sports. Students learn to apply skills to activities and to adapt to various team building activities and games.

Unit 5 Essential Questions

- Why is collaboration important in a game setting?
- How do you create a plan to set and accomplish goals?
- Why is communication with teammates during a game setting important?
- How are skills transferable between games?
- What are effective communication strategies?
- How can you adapt to rule changes?

Unit 5 Pre-Assessment

Key *= Amistad ^ = Holocaust <> = Career Education \$=Climate Change ()=DEI + LGBTQ+

- Teacher-created pre-assessment

Unit 5 Standards to be Taught and Assessed

- 2.2.12.MSC.1
- 2.2.12.MSC.2
- 2.2.12.MSC.3
- 2.2.12.MSC.4
- 2.2.12.MSC.5
- 2.2.12.PF.1
- 2.2.12.PF.2
- 2.2.12.LF.4
- 2.2.12.LF.5

Unit 5 Student Learning Objectives We Are Learning To/That (WALT)

- Collaborate in a game setting to accomplish a common goal.
- Create goals and establish a plan to achieve each goal.
- Communicate effectively in various settings.
- Apply skills learned in game settings.
- Adapt play when rules change.

Unit 5 Evidence of Learning

Instructional Activities

- Vocabulary for each team sport (i.e., Modified games, Cues, Fault, Faceoff, High stick, Handball, Penalty kick)
- Volleyball rules, safety and strategy review.
- Lacrosse rules, safety and strategy review.
- Hockey rules, safety and strategy review.
- Soccer rules, safety and strategy review.
- Read articles about minorities, including those belonging to LGBTQ+ community who excelled at team sports and present to the class * +
- Discuss how acceptance is important in team sports ()
- Read about climate change and discuss impact of weather on team outdoor sports (i.e., World Cup/ Olympics location selection)
- Discuss ways to include differently abled people in the activities of this unit. ()

Unit 5 Evidence of Learning

Formative Assessments	<ul style="list-style-type: none"> ● Demonstration ● Game play ● Quizzes ● Class Discussions ● Groupwork
Summative Assessments	<ul style="list-style-type: none"> ● Test on sports rules and advanced strategies
Alternative/Intervention Assessments	<ul style="list-style-type: none"> ● Written medical assignment on positions, rules, and careers of hockey and handball<>

Unit 5 Instructional Materials

Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> ● Warm ups consisting of interval training for 10 minutes. ● Student lead stretching of major muscle groups. ● Daily exercise (Jumping Jacks, Plank, Sit Ups, Squats, Push Ups) 	<ul style="list-style-type: none"> ● Sport equipment ● Chromebooks ● Smartboard 	<ul style="list-style-type: none"> ● KidsHealth ● Shape America ● NJAHPERD ● Biography.com ● Climate change resources NJDOE 	<ul style="list-style-type: none"> ● Visual aids ● Modified movements ● Modified rules during activity

Unit 5 Interdisciplinary Connections

Science

HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.

ELA

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Key * = Amistad ^ = Holocaust <> = Career Education \$ = Climate Change () = DEI + LGBTQ+

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6)

Health 11

Unit 1 CPR/First Aid

Curriculum Area: Health

Timeframe: 20 days

Unit 1 Content Overview

In this unit, students will learn why knowing CPR is important and how it will apply to their lives. They will also learn the mechanics of CPR. Knowing how to administer First Aid is important in many life situations. In this unit, students will learn when it is appropriate to give First Aid. They will also learn how to administer First Aid in several common scenarios.

Unit 1 Essential Questions

- How do I give compressions to an adult, child and infant?
- How do I perform rescue breaths for an adult, child and infant?
- How do I rescue an adult, child and infant when choking?
- What are the steps to CPR for an adult, child and infant?
- What career opportunities are there in CPR and first aid?
- How do I treat a victim of shock?
- Why is it important to have an action plan in case of an emergency?
- What is the difference between types of wounds?
- How do I treat common first aid situations including nose bleeds, sunburn, fractures, sprains and strains?

Unit 1 Pre-Assessment

- Teacher-created pre-assessment

Unit 1 Standards to be Taught and Assessed

- 2.1.12.CHSS.5
- 2.1.12.CHSS.6
- 2.2.12.LF.8

Unit 1 Student Learning Objectives We Are Learning To/That (WALT) Student Learning Objectives We Are Learning To/That (WALT)

- Give compressions to an adult, child and infant.
- How to perform rescue breaths for an adult, child and infant.
- How to rescue an adult, child and infant during choking.
- Identify the steps to CPR for an adult, child and infant.
- Identify and treat a victim of shock.
- Understand the emergency action plan.
- Know the difference between types of wounds.
- Know how to treat many first aid situations including nose bleeds, sunburn, fractures, sprains and strains.
- There are many career opportunities in CPR and first aid.
- Identify career opportunities in CPR and first aid.

Unit 1 Evidence of Learning

<p>Instructional Activities</p>	<ul style="list-style-type: none"> ● Skill practice for adult, infant and child CPR situations. ● Discussion on CPR ● CPR review game ● CPR Review questions ● CPR skill assessment for adult, infant and child CPR. ● CPR review questions. ● CPR situational role play ● Vocabulary on types of muscle contraction. (Concentric, Eccentric, Isometric) ● First aid group presentations ● First aid lectures and review ● First aid review questions ● First aid review questions ● First aid group presentation ● Research occupations where CPR is a necessary skill
<p>Formative Assessments</p>	<ul style="list-style-type: none"> ● Quizzes ● Class Discussions ● Groupwork
<p>Summative Assessments</p>	<ul style="list-style-type: none"> ● CPR test ● First Aid test ● Present jobs requiring CPR <>
<p>Alternative/Intervention Assessments</p>	<ul style="list-style-type: none"> ● Modified test. ● Oral assessments and/or retakes.

Key *= Amistad ^ = Holocaust <> = Career Education \$=Climate Change ()=DEI + LGBTQ+

Unit 1 Instructional Materials

Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> Textbook- Prentice Hall Health Teacher-created resources 	<ul style="list-style-type: none"> Chromebook Smartboard 	<ul style="list-style-type: none"> KidsHealth Kahoot Hands Only CPR Video 	<ul style="list-style-type: none"> Guided practice Provide copy of teacher notes Teacher study guides

Unit 1 Interdisciplinary Connections

ELA

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Unit 2 Endocrine System

Curriculum Area: CHPE

Timeframe: 20 days

Unit 2 Content Overview

Students will learn the role and purpose of the endocrine system, specifically as it relates to hormones.

Unit 2 Essential Questions

- What is the importance of the endocrine system when it comes to homeostasis and immune health?
- How do hormones travel through the body?

Unit 2 Pre-Assessment

- Teacher-created pre-assessment

Unit 2 Standards to be Taught and Assessed

- 2.1.12.SSH.8
- 2.3.12.HCDM.2
- 2.3.12.HCDM.5
- 2.3.12.HCDM.6

Unit 2 Student Learning Objectives We Are Learning To/That (WALT)

- Know the importance of the endocrine system when it comes to homeostasis and immune health.
- Know how hormones travel through the body.

Unit 2 Evidence of Learning

Instructional Activities	<ul style="list-style-type: none"> • Endocrine system discussion and review • Endocrine system review games • Discuss how the endocrine system causes people to mature differently () • Endocrine system review questions • Endocrine system vocabulary • Endocrine system review questions • Discuss the impact of steroids on the endocrine system.
Formative Assessments	<ul style="list-style-type: none"> • Quizzes • Class Discussions • Groupwork
Summative Assessments	<ul style="list-style-type: none"> • Endocrine system test • Endocrine system diagram
Alternative/Intervention Assessments	<ul style="list-style-type: none"> • Modified tests • Oral assessments

Unit 2 Instructional Materials

Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> • Textbook- Prentice Hall Health • Teacher-created resources 	<ul style="list-style-type: none"> • Chromebook • Smartboard 	<ul style="list-style-type: none"> • KidsHealth • Kahoot 	<ul style="list-style-type: none"> • Guided practice • Provide copy of teacher notes • Teacher study guides

Unit 2 Interdisciplinary Connections

Key *= Amistad ^ = Holocaust <> = Career Education \$=Climate Change ()=DEI + LGBTQ+

ELA

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

Unit 3 The Immune System

Curriculum Area: CHPE

Timeframe: 20 days

Unit 3 Content Overview

In the unit, students will learn the role and purpose of the immune system. They will understand the importance of the immune system in being healthy.

Unit 3 Essential Questions

- What is the difference between pathogen, bacteria, virus, fungi, and protozoan?
- What is the clonal selection theory and why is it important?
- What is the difference between passive and active immunity?
- How can I prevent the spread of pathogens?
- When should I go to see a doctor?
- What is the difference between different types of T Cells?
- What is their role in the immune system?
- What is the lymphatic system and what is its role in immunity?.
- What are vaccines and how do they work?
- What is the difference between passive and active immunity?

Unit 3 Pre-Assessment

- Teacher-created pre-assessment

Unit 3 Standards to be Taught and Assessed

- 2.3.12.HCDM.1
- 2.3.12.HCDM.2
- 2.3.12.HCDM.3
- 2.3.12.HCDM.5

Unit 3 Student Learning Objectives We Are Learning To/That (WALT)

- Define the terms pathogen, bacteria, virus, fungi, protozoan.
- Understand clonal selection theory.
- Differentiate between passive and active immunity.
- Identify ways to prevent the spread of pathogens and when to see a doctor.
- Differentiate between different types of T Cells and explain their role in the immune system.
- Define the lymphatic system and its role in immunity.
- Understand the purpose of vaccines and the difference between passive and active immunity.
- Identify vaccines that prevent STIs and how they work.

Unit 3 Evidence of Learning

Instructional Activities	<ul style="list-style-type: none"> ● Immune system lecture. ● Immune system research projects. ● Immune system review game ● Review questions ● Immune system vocabulary ● Disease research ● Review game
Formative Assessments	<ul style="list-style-type: none"> ● Demonstration ● Game play ● Quizzes ● Class Discussions ● Groupwork
Summative Assessments	<ul style="list-style-type: none"> ● Immune system test ● Disease presentations
Alternative/Intervention Assessments	<ul style="list-style-type: none"> ● Modified tests ● Oral assessments

Unit 3 Instructional Materials			
Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> Textbook- Prentice Hall Health Teacher-created resources 	<ul style="list-style-type: none"> Chromebook Smartboard 	<ul style="list-style-type: none"> KidsHealth Kahoot Clonal Selection Theory Video 	<ul style="list-style-type: none"> Guided practice Provide copy of teacher notes Teacher study guides

Unit 3 Interdisciplinary Connections

ELA

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).

Unit 4 Sexually Transmitted Infections

Curriculum Area: CHPE

Timeframe: 20 days

Unit 4 Content Overview

Sexually Transmitted Infections (STIs) pose a serious risk to students' health. Students will learn about STIs, the risks, how to prevent contracting an STI, and what to do if you suspect you have become infected.

Unit 4 Essential Questions

- What are the stages of HIV?
- How does HIV affect the body and immune system?
- What are opportunistic infections?
- How HIV is spread?
- How do individuals live with HIV?
- What challenges do they will face both emotionally and socially?

- How do STIs spread and affect the body?

Unit 4 Pre-Assessment

- Teacher-created pre-assessment

Unit 4 Standards to be Taught and Assessed

- 2.3.12.HCDM.1
- 2.3.12.HCDM.2
- 2.3.12.HCDM.3
- 2.3.12.HCDM.4
- 2.3.12.HCDM.5
- 2.1.12.PP.1
- 2.1.12.PP.2
- 2.1.12.PP.3
- 2.1.12.SSH.6
- 2.1.12.SSH.7

Unit 4 Student Learning Objectives We Are Learning To/That (WALT)

- Define the stages of HIV.
- Understand how HIV affects the body and immune system.
- Define opportunistic infections.
- Understand how HIV is spread.
- Identify how an individual will live with HIV and the challenges they will face both emotionally and socially.
- Understand how STI's spread and affect the body.

Unit 4 Evidence of Learning

Instructional Activities

- STI and AIDS discussion
- Research the historical implications of living with HIV/AIDS () +
- Discuss the stigma of being homosexual and having AIDS+
- Watch a video about someone living with AIDS in the 1980's and discuss the implications () +
- Review questions
- STI Vocabulary
- Discuss prevention of STIs including the advantages and disadvantages of contraception.
- STI research project

Unit 4 Evidence of Learning

	<ul style="list-style-type: none"> ● Review self exams and discuss prevention ● Identify a trusted adult to have use a resource
Formative Assessments	<ul style="list-style-type: none"> ● Quizzes ● Class Discussions ● Groupwork
Summative Assessments	<ul style="list-style-type: none"> ● STI test ● Written reflection- How has society's perception of a person living with AIDS changed from the 1980s? () +
Alternative/Intervention Assessments	<ul style="list-style-type: none"> ● Modified tests ● Oral assessments

Unit 4 Instructional Materials

Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> ● Textbook- Prentice Hall Health ● Teacher-created resources 	<ul style="list-style-type: none"> ● Chromebook ● Smartboard 	<ul style="list-style-type: none"> ● KidsHealth ● Kahoot ● Various videos portraying living with AIDS: <ul style="list-style-type: none"> ○ <i>Philadelphia</i> ○ Magic Johnson documentary ○ Freddie Mercury documentary 	<ul style="list-style-type: none"> ● Guided practice ● Provide copy of teacher notes ● Teacher study guides

Unit 4 Interdisciplinary Connections

ELA

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Career Readiness, Life Literacies, and Key Skills

Key *= Amistad ^ = Holocaust <> = Career Education \$=Climate Change ()=DEI + LGBTQ+

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).

Additional Information to be Considered for All Units

Benchmark Assessments

Benchmark 1	To be given during the first two weeks of the course.
Benchmark 2	To be given midway through the course.
Benchmark 3	To be given during the last two weeks of the course

Physical Education Accommodations

- Use targets or goals that make noise when hit by the ball, or radios under the basket in a game of basketball.
- Vary the size, weight and texture of balls so students with visual impairment can more easily tell them apart.
- Designate a quiet area where students can take a break from the noise and hubbub, and another area where students can take movement breaks with mini-trampolines or squeeze balls.
- Use simple visual reminders and cues, such as photographs of students performing each pose of an exercise routine, to help students remember steps, rules or movements.
- Use smaller playing areas with well-defined boundaries, including tactile boundaries.
- Use Velcro on balls as well as in gloves, in mitts and on paddles, so every student can have success.
- Have students pair up so partners can assist each other.
- Lower baskets and nets, enlarge goals and targets, and loosen or eliminate time limits.
- Give students choices to help them feel empowered in their physical education.
- Keep it consistent: Students with many types of disabilities benefit from knowing what to expect, including what the rules and expectations are, what types of activities they will be doing, what types of noises they will hear and make, and when all of these will occur.
- Equipment:
 - o Larger/lighter bat
 - o Use of velcro
 - o Larger goal/target
 - o Mark positions on playing field
 - o Lower goal/target
 - o Scoops for catching
 - o Vary balls (size, weight, color, texture)

Physical Education Accommodations

- Rules Prompts, Cues:
 - Demonstrate/model activity
 - Partner assisted
 - Disregard time limits
 - Oral prompt
 - More space between students
 - Eliminate outs/strike-outs
 - Allow ball to remain stationary
 - Allow batter to sit in chair
 - Place student with disability near teacher
- Boundary/Playing Field:
 - Decrease distance
 - Use well-defined boundaries
 - Simplify patterns
 - Adapt playing area (smaller, obstacles removed)
- Actions:
 - Change locomotor patterns
 - Modify grasps
 - Modify body positions
 - Reduce number of actions
 - Use different body parts
- Time:
 - Vary the tempo
 - Slow the activity pace
 - Lengthen the time
 - Shorten the time
 - Provide frequent rest periods
- Basketball
 - Use various size balls (size, weight, texture, color)
 - Allow traveling
 - Allow two hand dribble
 - Disregard three second lane violation
 - Use larger/lower goal
 - Slow the pace, especially when first learning
 - If student uses wheelchair, allow him to hold ball on his lap while pushing wheelchair
 - Use beeper ball, radio under basket for individual with visual impairment
- Soccer

Physical Education Accommodations

- o Use walking instead of running
- o Have well defined boundaries
- o Reduce playing area
- o Play six-a-side soccer
- o If student uses a wheelchair, allow him to hold ball on his lap while pushing the wheelchair
- o Use a deflated ball, nerf ball, beeper ball, brightly colored ball
- o Use a target that makes noise when hit
- Softball
 - o Use velcro balls and mitts
 - o Use larger or smaller bats
 - o Use a batting tee
 - o Reduce the base distances
 - o Use Incrediballs
 - o Shorten the pitching distance
 - o If individual is in wheelchair, allow them to push ball off ramp, off lap, or from tee
 - o Use beeper balls
 - o Provide a peer to assist
 - o Players without disabilities play regular depth defense
 - o Students without disabilities count to ten before tagging out person with disability
- Volleyball
 - o Use larger, lighter, softer, bright colored balls
 - o Allow players to catch ball instead of volleying
 - o Allow student to self toss and set ball
 - o Lower the net
 - o Reduce the playing court
 - o Stand closer to net on serve
 - o Allow ball to bounce first
 - o Hold ball and have student hit it

Modifications/ Accommodations for Special Education Students	Accommodations for 504 Students	Modifications for At-Risk Students
<ul style="list-style-type: none"> • Modify activities/assignments/projects • Breakdown activities/assignments/projects/assessments into manageable units 	<ul style="list-style-type: none"> • Breakdown activities/assignments/projects/assessments into manageable units 	<ul style="list-style-type: none"> • Modifications for At-Risk Students • Place near positive peers • Check-ins with student • Verbal instructions written and left on board

Key * = Amistad ^ = Holocaust <> = Career Education \$ = Climate Change () = DEI + LGBTQ+

Modifications/ Accommodations for Special Education Students	Accommodations for 504 Students	Modifications for At-Risk Students
<ul style="list-style-type: none"> ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Allow student to receive reading text in various forms (written, verbal, audio) ● Pre-teach new vocabulary ● Modify Content ● Modify Amount of work given ● Modify Assessment ● Modify Homework ● Re-teach skill if needed ● Allow student to make test corrections or re-take assessment ● Adjust Pacing of Content ● Small Group Instruction ● Individual Intervention/Remediation ● Additional Support Material ● Lower-Level Text ● Guided Notes ● Graphic Organizers <p>* Implementation based on Student's IEP</p>	<ul style="list-style-type: none"> ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Small Group Instruction ● Intervention/Remediation ● Individual Intervention/Remediation ● Additional Support Materials ● Guided Notes ● Graphic Organizers ● Tutoring <p>* Implementation based on Student's 504</p>	<ul style="list-style-type: none"> ● Chunk directions ● Have student repeat classroom expectations ● Reword instructions if needed ● Provide examples on board ● Provide scaffolding ● Assist with transitions ● Identify go-to students for organizational support ● Check and sign planner ● Weekly organization time ● Allow extra time as needed ● Oral instructions repeated and written on board

English Language Learners	Extensions for Gifted Students
<ul style="list-style-type: none"> ● Vocabulary instruction ● Pre-Reading strategies ● Graphic organizers ● Reading strategies ● Tutoring ● Pair students up with peers 	<ul style="list-style-type: none"> ● Activities/assignments/projects/assessments ● Provide an option for alternative instructional activities ● Higher-level content ● Adjust pacing of content ● Small group enrichment ● Individual enrichment ● Higher-level text

Key * = Amistad ^ = Holocaust <> = Career Education \$ = Climate Change () = DEI + LGBTQ+

English Language Learners	Extensions for Gifted Students
<ul style="list-style-type: none"> • Provide visual representation 	

Required Activities	Suggested Activities
<ul style="list-style-type: none"> • Essential Questions and objectives posted and referenced throughout class • Do now/Warm-up • Whole group instruction/ Mini-lessons • Small group instruction • Modeling • Conferencing • Cooperative learning • Differentiated instruction • Guided practice • Independent practice • Learning stations • Formative assessment throughout the class • Closure/ reflection 	<ul style="list-style-type: none"> • Projects • Academic Games • Journaling