

Offices of Academic Services

Health, Physical Education & Athletics

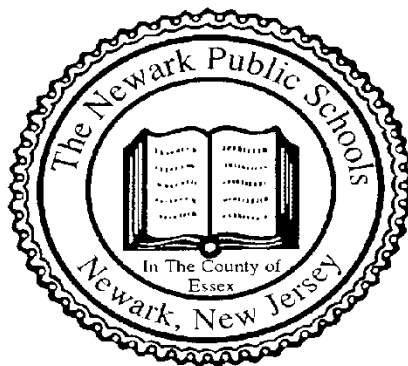
CHANGING HEARTS AND MINDS TO VALUE EDUCATION

NJCCCS for Comprehensive Health & Physical Education

NJCCCS 2.1	
STANDARD	2.1 WELLNESS: All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.
STRANDS	A. Personal Health
	B. Growth and Development
	C. Nutrition
	D. Diseases and Health Conditions
	E. Safety
	F. Social and Emotional Health
NJCCCS 2.2	
STANDARD	2.2 INTEGRATED SKILLS: All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.
STRANDS	A. Communication
	B. Decision Making
	C. Planning and Goal Setting
	D. Character Development
	E. Leadership, Advocacy and Service
	F. Health Services and Careers
NJCCCS 2.3	
STANDARD	2.3 DRUGS AND MEDICINES: All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.
STRANDS	A. Medicines
	B. Alcohol, Tobacco, and Other Drugs
	C. Dependency / Addiction and Treatment

NJCCCS 2.4	
STANDARD	2.4 HUMAN RELATIONSHIPS AND SEXUALITY: All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.
STRANDS	A. Relationships
	B. Sexuality
	C. Pregnancy and Parenting
NJCCCS 2.5	
STANDARD	2.5 MOTOR SKILLS DEVELOPMENT: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
STRANDS	A. Movement skills
	B. Movement concepts
	C. Strategy
	D. Sportsmanship, Rules, and Safety
	E. Sport Psychology
NJCCCS 2.6	
STANDARD	2.6 FITNESS: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
STRANDS	A. Fitness and Physical Activity
	B. Training
	C. Achieving and Assessing Fitness

NEWARK PUBLIC SCHOOLS



COMPREHENSIVE PHYSICAL EDUCATION CURRICULUM GUIDE

PK – 12

2005

PACING

ELEMENTARY-MIDDLE SCHOOL

Health, Safety, and Physical Education (N.J.S.A.18A:35) requires that all students in grades 1 through 12 participate in at least two and one-half hours of health, safety, and physical education in each school week. Every pupil, except kindergarten pupils, attending the public schools, insofar as he or she is physically fit and capable of doing so, as determined by the medical inspector, shall take such courses, which shall be a part of the curriculum prescribed for the several grades, and the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil in connection therewith shall form a part of the requirements for promotion or graduation. The time devoted to such courses shall aggregate at least two and one-half hours in each school week, or proportionately less when holidays fall within the week.

SECONDARY SCHOOL

Block Scheduling

(90 lessons (2 semesters) per school year)

Mandated Core Curriculum

Grades 9-12

Health-Related Fitness Activities, 8-10 minutes daily

Health-Related Fitness Unit, including testing - (Fitnessgram) 20 lessons, (minimum)

Posture Activities daily and biennial scoliosis screening

Additional Curriculum Recommendations

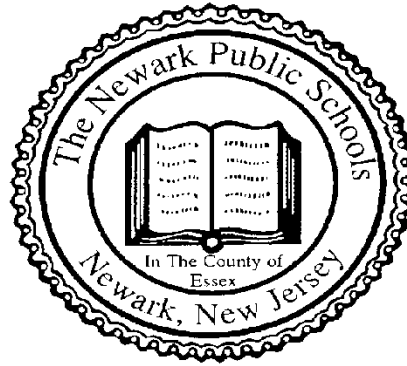
Selection of units depend on facility and equipment available

Archery	Football	Speedball
Aquatics	Golf	Stunts and Tumbling
Basketball	Health-Related Fitness	Team Handball
Bowling	Racquet Sports	Track and Field
Dance	Soccer	Volleyball
Field Hockey/Floor Hockey	Softball/Baseball	

MAJOR COMPONENTS OF A MODEL PHYSICAL EDUCATION CLASS

1. Students come to class on time, get dressed in established attire, and sit on assigned spot places / squads for a quick checking of the roll. The teacher (CPR/AED certified) then gives an explanation of the days' posted learning objective based on the Curriculum, NJCCCS and the Standards Clarification Search Engine. Provisions must be made for unprepared students.
2. Innovative warm-up exercises and the components of Physical Best (FITNESSGRAM - a district mandate) skills are performed each class period. Jogging/ running laps are to be increased weekly or bi-weekly.
3. Grade/age appropriate skills are taught with relevant drills practiced for student success.
4. Practiced skills are demonstrated in activities and games. Time permitting, students will participate in an exciting, stimulating and enjoyable culminating activity related to the skills taught before the end of the class period.
5. After a cool down phase and assessment, there is a review of the day's learning objective. Closure takes place at the end of the period with a relevant homework assignment given. Students then get dressed and wait for dismissal by the teacher.

NEWARK PUBLIC SCHOOLS



COMPREHENSIVE HEALTH EDUCATION CURRICULUM GUIDE

PK-12

2004

PACING

(Suggested time frames for the coverage of a Unit/Topic Area)

ELEMENTARY – MIDDLE SCHOOL

The pacing schedule recommended continues to reflect a of minimum 50 minutes per week designated for Health Education preferably taught by the Health & Physical Education Teacher. This time period is in addition to 2 periods (100 minutes) of Physical Education. The Scope and Sequence Chart B2 was developed to guide teachers in creating a pacing chart to address the scheduling of Health Education in individual schools.

SECONDARY SCHOOL

The chart below shows the recommended time allotted for the unit s as they appear in Scope and Sequence Chart B2.

(Course development in progress via Careers)

***ALL UNITS MAY BE ADDRESSED AT ALL GRADE LEVELS IN SOME CAPACITY. REVIEW CPI' s/PROFICIENCIES**

* UNITS	NINE		TEN		ELEVEN		TWELVE	
	Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
1. MENTAL & EMOTIONAL HEALTH	20-21 Days		10 Days		3-4 Days	Relate	8-9 Days	Relate
2. NUTRITION & CONSUMER HEALTH		Relate	10-12Days		Relate	Relate	8-9 Days	Relate
3. FAMILY & SOCIAL HEALTH	15 Days	Relate	15 Days		3-5Days	Relate	10-12 Days	Relate
4. SAFETY & FIRST AID		2-3 Days	3-4 Days	15 Days	Relate	7-8 Days	Relate	
5. GROWTH & DEVELOPMENT		4-5 Days		15 Days	Relate			9-10 Days
6. DISEASES & DISORDERS	10 Days		5-7 Days		Relate	Relate	12 Days	
7. COMMUNITY AND ENVIRONMENTAL HEALTH			Relate		3-5 Days	Relate		10-12 Days
8. PERSONAL HEALTH, EXERCISE AND FITNESS		25-26 Days	Relate		3-5 Days	Relate		6-8 Days
9. ALCOHOL, TOBACCO AND OTHER DRUGS		7-8 Days		15-17 Days	3-4 Days	Relate		9-10 Days
10. TEST PREP						40-45 Days		
* NO UNIT STANDS ALONE. There are topics/themes that link these units together. Identification and utilization of this strategy, "relate" aids in this pacing schedule. The revised NJCCCS/CPIs should also be reviewed.								

PACING FOR THE BLOCK SCHEDULE

Unit recommendations reflect topics on current district exams.

GRADE 9

Unit	Number of Days
Mental and Emotional Health	10
Family and Social Health	6
Diseases and Disorders	4
Personal Health and Fitness	13
Alcohol, Tobacco and other Drugs	4
Growth and Development	3
Safety and First Aid	2
Grade Level Review	3

GRADE 10

Unit	Number of Days
Family and Social Health	4 (Relate)
Nutrition and Consumer Health	6
Safety and First Aid	12
Growth and Development	8
Alcohol, Tobacco and other Drugs	8
Personal Health, Exercise and Fitness	4 (Relate)
Grade Level Review	3

GRADE 11

Unit	Number of Days
Safety and First Aid	3
Mental and Emotional Health	2
Community and Environmental Health	3
Family and Social Health	2
Personal Health and Fitness	2
Alcohol, Tobacco and other Drugs	3
Drivers Education	30
Grade Level Review	2

GRADE 12

Unit	Number of Days
Mental and Emotional Health	5
Nutrition and Consumer Health	5
Diseases and Disorders	6
Family and Social Health	6
Community and Environmental Health	5
Alcohol, Tobacco and other Drugs	5
Growth and Development	6
Personal Health and Fitness	6
Safety and First Aid	(Relate)
Grade Level Review	3

SCOPE AND SEQUENCE CHART B2

	MENTAL & EMOTIONAL HEALTH	NUTRITION & CONSUMER HEALTH	FAMILY & SOCIAL HEALTH
PK & K	*Ways people are special *Define Health *Three areas of health *Name different feelings *Healthy ways to deal with feelings *Define stress *Body changes caused by stress *Ways to deal with stress *Refusal skills *Abstinence	*Four essential food groups *Healthy snacks *Foods with sugar and salt *Healthy foods from other countries *Trying new foods *Define health products *Abstinence *Cancer awareness	*Define family *How families are alike/different *Different ways to communicate *Helping at home
1	*“I am special” *Define good health *Ways to feel good about oneself *Healthful ways to improve the mind *Getting along with others *Making wise choices *Healthy behavior contract * Refusal skills *Sexual assault prevention	*Why is food needed? *Define food groups *Making wise food choices *Using the dietary goals *Planning a healthy breakfast *Abstinence *Cancer awareness	*Ways families are special *Understanding family rules *Ways to be a friend *Choosing a friend *Making new friends
2	*Name three kinds of health *Ways to learn about healthy behaviors *Importance of feeling special *Differentiate between healthful and harmful ways to express feelings *Healthful and harmful stress *Following a plan to reduce stress *Refusal skills *Sexual assault prevention	*Ways food help the body *Eat less sugar and fat *Planning healthful meals *Shopping for healthy foods*Abstinence *Cancer awareness	*Who belongs to a family? *Ways families work and play together *Family rules for health *School rules *Benefits of the extended family *New family members *Loss of a family member
3	*Describe health and wellness *Expressing feelings *Responsible decision making *Refusal skills *Causes of stress *Effects of stress *Health behavior contract *Abstinence	*Food pyramid *Eating different vegetables *Preparing and serving healthy meals *What is a consumer? *Evaluation of product marketing *Cancer awareness *Abstinence	*How families are alike/different *Responsibility of making and keeping friends *Getting along with others *Responsible decisions with friends
4	*Developing a good self-concept *Three areas of health *Healthful behaviors/risk behaviors *Refusal skills *Life skills *Maintaining a good attitude *Health behavior contract *Abstinence	*Healthy eating habits *Function of proteins, carbohydrates, fats, minerals, vitamins and water *Weight management *Food labels *Advertising *Abstinence * Cancer awareness	*What is a family? *Ways love is taught *Influence of heredity, environment, and lifestyle of the family *Friends with disabilities *Balancing time between family and friends *Being a friend
5	*Differentiate between healthful and risk behaviors/ situations *Areas of health *Health behavior contract *Responsible decision making *Refusal skills *Self - concept and personality *Expressing emotions *Stress management *Abstinence	*Diseases and lack of nutrients *Choosing health care products *Label information *Productivity availability *Cancer awareness	*Importance of family *Influence on behavior *How families change *Being a friend *Communicating skills *Peer pressure *Conflict resolution
6	*Good physical, mental and social health *Learning to choose healthful behaviors *Improve self-concepts *Changing weaknesses to strengths *Identify what influence personality *Abstinence	*Food groups *Food processing *Additives *Labels and choosing foods wisely *Fads *Evaluating ads *Cancer awareness *Abstinence	*Identify kinds of families *Family roles *Adjustment to separation, illness and death *Understanding health *Qualities to improve friendship *Peer pressure, violence and vandalism *Home health assistance *Sexual assault prevention

SCOPE AND SEQUENCE CHART - B2 (cont' d)

	MENTAL & EMOTIONAL HEALTH	NUTRITION & CONSUMER HEALTH	FAMILY & SOCIAL HEALTH
7	<p>*Developing good mental health *Recognizing causes and signs of depression *Stress management skills *Life skills *Health behavior contract *Responsible decision-making, *Refusal skills, *Wellness scale, *Healthful behaviors, risk behaviors/risk situations *Abstinence *Sexual assault prevention</p>	<p>*Saturated-unsaturated fats *Major food groups *Cholesterol *Fats *Eating disorders *Food Shopping *Abstinence</p>	<p>*Interaction and differences *Family, the basic social unit *Roles in the family *Home health assistance *Skills for family relationships *Dating and the family rules *Dealing with problems in the family *Sexual assault prevention</p>
8	<p>*How healthful behaviors, risk behaviors, and risk situations affect health *Responsible decision-making, refusal skills *Life Skills *Health behavior contract *Learning to examine emotions *Recognizing depression * Signs of suicide and prevention strategies *Stress management</p>	<p>*Nutrition research *Calories *Starch and Fiber *Avoiding excesses: Sugar and Sodium *Preventing food borne illness *Quackery and Health Care *Cancer awareness *Abstinence</p>	<p>*Family types and roles *Characteristics of a healthy family *Communication and healthy relationships *Intimacy</p>
9	<p>*Mental health and wellness *Scientific approaches to personality development *Heredity and environment *Influences on personality *Stages of development *Self-examination *Understanding emotions *Defense mechanisms *Anger and violence *Ways of managing stress *Suicide *Cause, prevention, and treatment of mental illness *Sexual assault prevention</p>	<p>*Cholesterol *Lipoproteins *Culture diet and health *HDL *Nutrients *Functions and regulation *Consumer Health</p>	<p>*Dating *Marriage *Healthy relationships *Types of relationships *Bereavement *Sexual assault prevention</p>
10	<p>*Responsible behaviors *Healthy/unhealthy ways of expressing emotions *Defense mechanisms *Anger and violence *Ways of managing stress *Depression *Managing physical health *Causes, prevention, and treating mental disorders *Sexual assault prevention</p>	<p>*Fats and water soluble vitamins *Minerals *Healthy diet and disease prevention *Balanced meals and fast food *Consumer Health *HDL/LDL *Cholesterol *Body functions with proper nutrition *Weight management, nutrition and the life cycle</p>	<p>*Responsible dating *Infatuation *Types of relationships *Characteristics of relationships *Dating and marriage *Types of families *Delegating family responsibilities *Sexual harassment *Teen pregnancy *Delaying marriage *Life choices *Single parenthood *Remaining single *Advantages and disadvantages of dating *Bereavement *Date Rape *Stalking</p>
11	<p>*Responsible behavior *Healthy/unhealthy ways of expressing emotions *Defense mechanisms *Depression *Managing physical health *Causes, prevention and treating mental disorders *Sexual assault prevention</p>	<p>*Identifying dietary needs and individual needs *Consumer Health</p>	<p>*Stalking and sexual harassment *Date Rape *Cohabitation *Bereavement *Sexual assault prevention</p>
12	<p>*Self examinations *Setting goals *Workplace relationships *Effects of stress on the body *Suicide *Lifetime decision making *Characteristics of a mentally emotionally well adjusted person *Causes, prevention and treatment of mental disorders</p>	<p>*Consumer Health *Food labeling *Nutrition *Weight management *Eating disorders *Diet change *Metabolism *Abstinence</p>	<p>*Enrichment of relationships *Strategies for successful parenting *Finances</p>

MAJOR COMPONENTS OF A MODEL HEALTH CLASS (Sample)

CLASSROOM ORGANIZATION:

- Teacher is well organized (all instructional materials needed for class are readily available).
- Health Curriculum Guide, New Jersey Core Curriculum Content Standards, Standards Clarification Search Engine, Lesson Plans and students' rolls are accessible.
- The learning objective is visible and includes all components (condition, student behavior, and standard).
- The lesson is guided by the pacing chart and the scope and sequence in the Health Curriculum Guide.
- Student's work is available in folders and posted.

Students enter the classroom on time and in an orderly manner. The teacher or attendance manager checks the role as students take out their notebooks and the teacher articulates the objective. The student will then complete the "Do Now" assignment/written task from the board followed by a class discussion. Homework will be collected by the teacher.

The teacher will recap previous lesson(s) by means of Q & A method or quiz. The posted learning objective will be discussed by the teacher and students based on the Health Curriculum Guide and the NJCCCS.

Direct instruction will be presented via discussion, overhead projector, smart board or PowerPoint and other various types of technology. Once the lesson has been introduced, students will be involved in cooperative learning activities as well as guided and individual practice. Content based vocabulary related to the lesson will be used by the teacher and students.

Cooperative learning activities will address the different learning styles (auditory = Lecture, visual = overhead/ PowerPoint and, physical/social = group activity). As students are engaged in learning activities within groups, the teacher will circulate throughout the classroom to ensure that everyone is actively engaged in the lesson. The teacher will use the top three levels of Bloom's Taxonomy to ensure a higher level of thinking.

After review of the learning objective and class activities, student will be given an assessment of the day's lesson (presentations, tests, quizzes, projects, writing assignments, etc.). The teacher will assign homework and convey other school information. At the end of the period, students will prepare to be dismissed by the teacher.

TEACHERS' RESOURCES:

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| ▪ Curriculum Guide | ▪ Guest Speakers |
| ▪ Textbooks | ▪ Props |
| ▪ Internet | ▪ Videos / DVD's |