

Rutherford Public Schools
Rutherford, New Jersey

Physical Education Curriculum
Grades 9 & 10

2005

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Rutherford High School
Rutherford, New Jersey

Physical Education/Health Department

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I. Introduction

Physical Education is required in all four years of high school. Students participate three marking periods in Physical Education and one marking period in Health. The Physical Education program is coeducational and emphasizes both individual and team sports. An emphasis is placed on physical fitness.

II. Objectives

The focus of the Grade 9 and Grade 10 Physical Education curriculum is to contribute to the development of each individual's physical, social and emotional wellness. The program includes unit offerings which include team sports, gym games, fitness training/testing and Project Adventure activities (at the Grade 9 level). At each grade level activities are designed to foster the development of individual skills needed to participate successfully in team games and to acquire and demonstrate appropriate team concepts and strategies. General activity safety rules and class organizational patterns establish the basis for the following years of Physical Education activities.

III. Student Outcomes

Student outcomes are based on the New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education and Cumulative Progress Indicators.

The New Jersey Comprehensive Health and Physical Education Standards are essentially five "content" standards and one "integrated skills" standard. Standard 2.2: Personal, Interpersonal, and Life Skills focuses on skills such as decision-making, goal setting, and effective communication and has been expanded to include character and leadership development, health careers and services, and health advocacy. All teachers should integrate the skills outlined in Standard 2.2 into every other health and physical education standard. In addition, every health and physical education standard supports interdisciplinary instruction in one or more of the remaining seven content areas.

The standards and strands for all students are delineated below:

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

- 2.2 Personal, Interpersonal, and Life Skills
 - A. Communicating About Wellness
 - B. Making Decisions About Wellness
 - C. Planning and Goal Setting for Wellness
 - D. Developing Character and Leadership
 - E. Health Advocacy and Service
 - F. Health Services and Careers

- 2.3 Drugs and Medicines
 - A. Medicines
 - B. Tobacco
 - C. Alcohol
 - D. Inhalants
 - E. Other Drug Classifications
 - F. Dependency/Addiction and Treatment

- 2.4 Human Sexuality and Family Life
 - A. Relationships
 - B. Families and Parenthood
 - C. Sexuality
 - D. Pregnancy and Childbirth

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

- 2.6 Concepts and Skills
 - A. Fitness and Exercise
 - B. Training
 - C. Achieving and Assessing Fitness

Standard 2.1 (Wellness) All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.

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

Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Personal Health

1. Compare and contrast healthcare and personal hygiene products and services commonly used by adolescents and young adults.
2. Investigate the impact of health choices and behaviors on personal, family, and community wellness.
3. Use health data to make predictions about wellness and recommend behavior changes to improve lifelong wellness.
4. Debate the social and ethical implications of the use of technology and medical advances to support wellness.

B. Growth and Development

1. Recommend behaviors to enhance and support the optimal functioning of body systems.
2. Predict and discuss significant developmental issues or concerns that impact each life stage.
3. Predict the impact of heredity and genetics on human growth and development.

C. Nutrition

1. Analyze and evaluate current dietary recommendations, resources, and trends from a variety of sources.
2. Design and evaluate a nutrition plan for a healthy young adult considering cost, availability, nutritional balance, freshness, nutritional value, and culture.
3. Recommend healthy ways to lose, gain, or maintain weight.
4. Analyze and evaluate how healthy and unhealthy eating patterns impact the functioning of the human body, including healthy bone development and immune system functioning.

D. Diseases and Health Conditions

1. Analyze the availability and effectiveness of current and emerging diagnostic and treatment modalities for various diseases and health conditions.
2. Discuss the relationship between signs and symptoms of disease and the functioning of the body's immune system.

3. Compare and contrast diseases and health conditions occurring in adolescence and young adulthood with those occurring later in life, including cancer, cardiovascular diseases, respiratory diseases, arthritis, osteoporosis, and Alzheimer's.
4. Investigate and assess local, state, national, and international public health efforts.
5. Investigate the impact of mental illness on personal, family, and community wellness.

E. Safety

1. Evaluate work and leisure situations for perceived and actual risk of intentional and unintentional injuries.
2. Develop personal protection strategies to reduce the incidence of injuries and evaluate their effectiveness.
3. Assess the short- and long-term impacts of injuries on the individual, family members, the community, and the workplace.
4. Describe first aid procedures, including Basic Life Support and automatic external defibrillation, caring for bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.
5. Describe and demonstrate ways to protect against sexual assault and discuss what to do if sexually assaulted.

F. Social and Emotional Health

1. Discuss psychological principles and theories of personality development.
2. Analyze the impact of physical development, social norms and expectations, self-esteem, and perceived vulnerability on adolescent social and emotional growth and behavior.
3. Analyze how peer norms and expectations, the availability of weapons, substance abuse, media images, and poor role models contribute to violent behavior.
4. Predict the consequences of conflict, harassment, bullying, vandalism, and violence on individuals, families, and the community.
5. Predict how a family might cope with crises or change and suggest ways to restore family balance and function.

Standard 2.2 (Integrated Skills) All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

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

Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Communication

1. Use appropriate research methodology to investigate a health problem or issue
2. Develop, present, and evaluate a multimedia health presentation and adapt it to address the needs and interests of varying audiences.
3. Teach others how to use communication skills, including refusal, negotiation, and assertiveness.
4. Employ strategies to improve communication and listening skills and assess the effectiveness.
5. Evaluate the economic, political, social, and aesthetic impacts of health messages found in literature, art, music, theater, and television.

B. Decision Making

1. Demonstrate and evaluate the use of decision making skills.
2. Evaluate factors that influence major health decisions and predict how those factors will change or conflict at various life stages.
3. Use reliable and valid health information to assess social situations and conditions that impact health and safety.
4. Analyze the use of ethics and personal values when making decisions.
5. Critique significant health decisions and debate the choices made.

C. Planning and Goal Setting

1. Appraise individual and family needs in order to achieve and maintain wellness and design a plan for lifelong wellness.
2. Evaluate how family, peers, healthcare providers and the community support or hinder the achievement of a wellness plan.

D. Character Development

1. Demonstrate character based on core ethical values.
2. Analyze how role models, and the core ethical values they represent, influence society.
3. Analyze the impact of community or public service on individual and community core ethical values.

E. Leadership, Advocacy, and Service

1. Assess personal and group contributions and strengths that lead to the achievement of goal and tasks.
2. Evaluate personal participation as both a leader and follower.
3. Discuss factors that influence intrinsic and extrinsic motivation and employ motivational techniques to enhance group productivity.
4. Evaluate a group's ability to be respectful, supportive, and adherent to codes of conduct.
5. Develop and articulate the group's goals, shared values, vision, and work plan.
6. Plan, implement, and evaluate activities to benefit a health organization, cause issue.
7. Assess community awareness and understanding about a local, state, national, international health issue.

F. Health Services and Careers

1. Access health and fitness services, programs, and resources and evaluate them for cost, availability, accessibility, benefits, and accreditation.
2. Analyze the preparation, licensing, and responsibilities of wellness and fitness professionals.
3. Compare and contrast health insurance and reimbursement plans.

Standard 2.3 (Drugs and Medicines) All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.

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

Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Medicines

1. Investigate the use of new or experimental medicines and discuss the potential risks and benefits.
2. Evaluate the effectiveness of a medicine, considering the dose, side effects, route of administration, cost, and benefits vs. risks.
3. Debate the benefits and dangers of naturally occurring substances such as herb supplements.

B. Alcohol, Tobacco, and Other Drugs

1. Investigate tobacco use and a contributing or causative factor in the incidence of cancer, heart disease, emphysema and other lung diseases, and stroke.
2. Assess the impact of passive smoke on the health of children, individuals with allergies and asthma, and nonsmokers and describe initiatives created to lessen the impact.
3. Summarize the impact of alcohol use and abuse on body systems and organs including the cardiovascular system, the liver, the reproductive system, and the immune system.
4. Describe the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and assess how the use and abuse of alcohol and other drugs impairs behavior, judgment, and memory.
5. Investigate the relationship between alcohol and other drug use and the incidence of motor vehicle crashes.

6. Predict the physical, behavioral, and legal impacts of commonly abused substances, such as marijuana, inhalants, anabolic steroids, and party drugs.
7. Investigate the relationship between injected drug use and the incidence of diseases such as HIV and hepatitis.
8. Investigate the relationship between the use of alcohol, GHB, Ecstasy, and other drugs and the incidence of date rape, sexual assault, STDs, and unintended pregnancy.

C. Dependency/Addiction and Treatment

1. Compare and contrast the physical, social, and emotional indicators of possible substance abuse.
2. Compare and contrast the physical and psychological stages of dependency,
3. Assess and evaluate factors that influence the use of alcohol, tobacco, and other drugs.
4. Evaluate factors that support an individual to quit using substances
5. Predict the short-and long-term impacts of substance abuse on the individual, the family, the community, and society.

Standard 2.4 (Human Relationships and Sexuality) All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

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

Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Relationships

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

B. Sexuality

1. Appraise internal and external influences and pressures to become sexually active and demonstrate strategies to resist those pressures.
2. Critique behaviors that place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy.
3. Analyze factors that influence the choice, use, and effectiveness of contraceptive risk reduction, or risk elimination strategies.
4. Predict how cultural and religious beliefs, popular trends and fads, and current and emerging technological advances influence sexuality and reproductive health.
5. Investigate current and emerging topics related to sexual orientation.
6. Investigate female and male reproductive and sexual health issues and discuss the importance of education and preventive healthcare (e.g., breast/testicular exam).

C. Pregnancy and Childbirth

1. Compare and contrast embryonic and fetal development in single and multiple pregnancies.
2. Describe the stages of labor and childbirth and compare childbirth options.
3. Analyze the physical and emotional changes that occur during each trimester of pregnancy and postpartum.
4. Compare and contrast pregnancy options.
5. Discuss physical, emotional, social, cultural, religious, and legal issues related to pregnancy termination.
6. Investigate the relationship between prenatal exposure to alcohol, tobacco and other drugs, infections, and environmental hazards and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, and disabilities.
7. Analyze the physical, economic, emotional, social, intellectual, and cultural demands of raising a child.
8. Assess and evaluate parenting strategies used at various stages of child development.
9. Investigate the legal rights and responsibilities of teen mothers and fathers.
10. Discuss factors that influence the decision to have or to adopt a child.
11. Analyze trends in teen pregnancy rates, teen births, and out-of-wedlock births, considering shifts in marriage patterns, sexual norms, contraceptive practices, availability of abortion, and the size and composition of the teen population.

Standard 2.5 (Motor skill development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

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

Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, student will:

A. Movement Skills

1. Demonstrate mature, mechanically correct form and control when combining and modifying movement skills in applied settings.
2. Use information from internal and external sources to detect, analyze, and correct errors in movement skills and patterns used in applied settings.
3. Apply and analyze the use of momentum, force, and torque to enhance or change the performance of movement skills during physical activity.
4. Transfer specialized movement skills that use similar patterns from one movement activity to another.
5. Design and perform smooth flowing sequences with intentional changes in direction, flow, and speed (e.g., martial arts, line dance, roller blading, swimming).

B. Movement Concepts

1. Analyze a movement performance and discuss how each part can be made more interesting, creative, efficient, and/or more effective.
2. Predict changes in movement performance based on the application of balance, counter balance, weight transfer, and agility.
3. Analyze the impact of kinesthetic awareness, “perfect” practice, motivation, and appropriate challenges in facilitating the learning and refinement of a movement skill.
4. Analyze how movement activities reflect culture, era, geography, or historical context (e.g., American baseball; the marathon and Ancient Greece; the 1920’s Charleston).

C. Strategy

1. Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies in applied settings.

D. Sportsmanship, Rules, and Safety

1. Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.
2. Investigate the impact of rules and regulations on the health and safety of participants.

E. Sport Psychology

1. Compare, contrast, and apply sport psychology techniques to mentally prepare for physical activity.

Standard 2.6 (Fitness) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

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

Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Fitness and Physical Activity

1. Predict the short- and long-term physical, social, and emotional benefits and potential problems associated with regular physical activity.
2. Summarize the causes, influences, and responses of body systems during exercise.
3. Describe how preventive healthcare, physiological monitoring, hydration, a safe environment, and exercising with a partner contribute to safe fitness activities.
4. Evaluate the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.

B. Training

1. Develop and implement a training program to maximize health benefits and prevent exercise-related injuries and illnesses.
2. Apply training principles to establish a progression of activity that will improve each component of fitness and justify the use of each principle.
3. Compare and contrast the use of drugs, fitness products, and fads to achieve fitness.

C. Achieving and Assessing Fitness

1. Engage in a variety of sustained, vigorous physical activities to enhance each component of fitness.
2. Perform at the intensity level needed to enhance cardiovascular fitness, monitor physiological responses before, during and after exercise, and modify exercise appropriately in response.
3. Assess personal level of fitness, design a personal fitness plan considering current health and fitness status, goal and interests, skill level, accessibility and costs, and use technology to implement, monitor, and evaluate the plan.
4. Demonstrate age and gender-specific progress towards the achievement of fitness goals for each component of health-related and skill-related fitness.
5. Modify a fitness plan to accommodate for injury, illness, pregnancy, aging, and disability.
6. Discuss the use of body mass index, body fat percentage, and fat deposition as measures of fitness.

In addition, students at the 9th and 10th Grade level will:

1. Experience a variety of skill and movement patterns in a developmental sequence related to the class activities.
2. Experience the effects personal conduct has on class social interactions.
3. Participate in activities during the required three marking periods of physical education.
4. Acquire a general knowledge of game rules and regulations for the activities.
5. Practice safety procedures in physical education while on playing fields, in the gymnasium, locker rooms, etc.
6. Actively participate in warm-up and stretching exercises.
7. Demonstrate a basic understanding of the various developmental skill patterns for activities introduced throughout the year.
8. Score at or above the fiftieth percentile in each of the five components of the Presidential Physical Fitness Tests.
9. Identify personal strengths and weaknesses as determined by the Presidential Physical Fitness Test components.
10. Identify activities that contribute to the improvement of each fitness component.
11. Develop a positive attitude toward regular physical activity.
12. Develop desirable social habits.

IV. Content

Unit activities/offerings are typically designed to last for the duration of 1/2 of a Marking Period. Seasonal offerings are based on consideration of class size and the availability of facilities. Unit activities offered at the Grade 9 and/or Grade 10 level include:

- A. Basketball
- B. Fitness/Weight Room
- C. Floor Hockey
- D. Frisbee
- E. Gym Games
- F. Project Adventure
- G. Soccer
- H. Softball
- I. Speedball
- J. Swimming
- K. Touch Football
- L. Volleyball