Health and Physical Education
Curriculum
Grade Four

Fair Haven Public Schools
Knollwood School
Fair Haven, New Jersey

Adopted September 2014
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### 2009 New Jersey Core Curriculum Content Standards - Comprehensive Health and Physical Education

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<th>Content Area</th>
<th>Comprehensive Health and Physical Education</th>
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</thead>
<tbody>
<tr>
<td><strong>Standard</strong></td>
<td>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</td>
</tr>
<tr>
<td><strong>Strand</strong></td>
<td>A. Personal Growth and Development</td>
</tr>
<tr>
<td>By the end of grade</td>
<td>Content Statement</td>
</tr>
<tr>
<td>4</td>
<td>The dimensions of wellness are interrelated and impact overall personal well-being.</td>
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<tr>
<td><strong>Strand</strong></td>
<td>B. Nutrition</td>
</tr>
<tr>
<td>By the end of grade</td>
<td>Content Statement</td>
</tr>
<tr>
<td>4</td>
<td>Choosing a balanced variety of nutritious foods contributes to wellness.</td>
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<tr>
<td><strong>Strand</strong></td>
<td>C. Diseases and Health Conditions</td>
</tr>
<tr>
<td>By the end of grade</td>
<td>Content Statement</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4</td>
<td>The use of disease prevention strategies in home, school, and community promotes personal health.</td>
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<tr>
<td><strong>Strand</strong></td>
<td><strong>D. Safety</strong></td>
</tr>
<tr>
<td><strong>By the end of grade</strong></td>
<td><strong>Content Statement</strong></td>
</tr>
<tr>
<td>4</td>
<td>Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</td>
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</tr>
<tr>
<td></td>
<td>Applying first-aid procedures can minimize injury and save lives.</td>
</tr>
<tr>
<td>Strand</td>
<td>E. Social and Emotional Health</td>
</tr>
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</tr>
<tr>
<td>By the end of grade</td>
<td>Content Statement</td>
</tr>
<tr>
<td>4</td>
<td>Many factors at home, school, and in the community impact social and emotional health.</td>
</tr>
<tr>
<td></td>
<td>2.1.4.E.2</td>
</tr>
<tr>
<td></td>
<td>Stress management skills impact an individual’s ability to cope with different types of emotional situations.</td>
</tr>
<tr>
<td></td>
<td>2.1.4.E.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Comprehensive Health and Physical Education</th>
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</thead>
<tbody>
<tr>
<td>Standard</td>
<td>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</td>
</tr>
<tr>
<td>Strand</td>
<td>A. Interpersonal Communication</td>
</tr>
<tr>
<td>By the end of grade</td>
<td>Content Statement</td>
</tr>
<tr>
<td>4</td>
<td>Effective communication may be a determining factor in the outcome of health- and safety-related</td>
</tr>
</tbody>
</table>
Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.

<table>
<thead>
<tr>
<th>Strand</th>
<th>B. Decision-Making and Goal Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of grade</td>
<td>Content Statement</td>
</tr>
<tr>
<td>4</td>
<td>Many health-related situations require the application of a thoughtful decision-making process.</td>
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<thead>
<tr>
<th>Strand</th>
<th>C. Character Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of grade</td>
<td>Content Statement</td>
</tr>
<tr>
<td>4</td>
<td>Personal core ethical values impact the health of oneself and others.</td>
</tr>
</tbody>
</table>
Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.

<table>
<thead>
<tr>
<th>Strand</th>
<th>D. Advocacy and Service</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By the end of grade</strong></td>
<td><strong>Content Statement</strong></td>
</tr>
<tr>
<td>4</td>
<td>Service projects provide an opportunity to have a positive impact on the lives of self and others.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strand</th>
<th>E. Health Services and Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By the end of grade</strong></td>
<td><strong>Content Statement</strong></td>
</tr>
<tr>
<td>4</td>
<td>Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.</td>
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</tbody>
</table>
## Comprehensive Health and Physical Education

### Standard 2.3 Drugs and Medicines:
All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

### Strand A. Medicines

<table>
<thead>
<tr>
<th>By the end of grade</th>
<th>Content Statement</th>
<th>CPI#</th>
<th>Cumulative Progress Indicator (CPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.</td>
<td>2.3.4.A.1</td>
<td>Distinguish between over-the-counter and prescription medicines.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.3.4.A.2</td>
<td>Determine possible side effects of common types of medicines.</td>
</tr>
</tbody>
</table>

### Strand B. Alcohol, Tobacco, and Other Drugs

<table>
<thead>
<tr>
<th>By the end of grade</th>
<th>Content Statement</th>
<th>CPI#</th>
<th>Cumulative Progress Indicator (CPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Use of drugs in unsafe ways is dangerous and harmful.</td>
<td>2.3.4.B.1</td>
<td>Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.3.4.B.2</td>
<td>Compare the short- and long-term physical effects of all types of tobacco use.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.3.4.B.3</td>
<td>Identify specific environments</td>
</tr>
<tr>
<td>Strand</td>
<td>C. Dependency/Addiction and Treatment</td>
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</tr>
<tr>
<td><strong>By the end of grade</strong></td>
<td><strong>Content Statement</strong></td>
<td><strong>CPI#</strong></td>
<td><strong>Cumulative Progress Indicator (CPI)</strong></td>
</tr>
<tr>
<td>4</td>
<td>Substance abuse is caused by a variety of factors.</td>
<td>2.3.4.C.1</td>
<td>Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.3.4.C.2</td>
<td>Differentiate between drug use, abuse, and misuse.</td>
</tr>
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<td></td>
<td></td>
<td>2.3.4.C.3</td>
<td>Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.</td>
</tr>
</tbody>
</table>

**Content Area** | Comprehensive Health and Physical Education

**Standard** | 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.
<table>
<thead>
<tr>
<th>Strand</th>
<th>A. Relationships</th>
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</thead>
<tbody>
<tr>
<td>By the end of grade</td>
<td>Content Statement</td>
</tr>
<tr>
<td>4</td>
<td>The family unit encompasses the diversity of family forms in contemporary society.</td>
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<table>
<thead>
<tr>
<th>Strand</th>
<th>B. Sexuality</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of grade</td>
<td>Content Statement</td>
</tr>
<tr>
<td>4</td>
<td>Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strand</th>
<th>C. Pregnancy and Parenting</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of grade</td>
<td>Content Statement</td>
</tr>
<tr>
<td>4</td>
<td>Knowing the physiological process of how pregnancy occurs as well as development of</td>
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</tbody>
</table>
The health of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.

The health of the birth mother impacts the development of the fetus.

<table>
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<tr>
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<tbody>
<tr>
<td>Standard</td>
<td>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</td>
</tr>
<tr>
<td>Strand</td>
<td>A. Movement Skills and Concepts</td>
</tr>
<tr>
<td>By the end of grade</td>
<td>Content Statement</td>
</tr>
<tr>
<td>4</td>
<td>Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</td>
</tr>
<tr>
<td></td>
<td>2.5.4.A.2</td>
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<td>2.5.4.A.3</td>
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individually and with others, in response to various tempos, rhythms, and musical styles.

| Ongoing feedback impacts improvement and effectiveness of movement actions. | 2.5.4.A.4 | Correct movement errors in response to feedback and explain how the change improves performance. |

<table>
<thead>
<tr>
<th>Strand</th>
<th>B. Strategy</th>
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<tbody>
<tr>
<td>By the end of grade</td>
<td>Content Statement</td>
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<tr>
<td>4</td>
<td>Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.</td>
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<table>
<thead>
<tr>
<th>Strand</th>
<th>C. Sportsmanship, Rules, and Safety</th>
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<tbody>
<tr>
<td>By the end of grade</td>
<td>Content Statement</td>
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<tr>
<td>4</td>
<td>Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes</td>
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<tr>
<td>Content Area</td>
<td>Comprehensive Health and Physical Education</td>
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<tr>
<td>Standard</td>
<td>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</td>
</tr>
<tr>
<td>Strand</td>
<td>A. Fitness and Physical Activity</td>
</tr>
<tr>
<td>By the end of grade</td>
<td>Content Statement</td>
</tr>
<tr>
<td>4</td>
<td>Each component of fitness contributes to personal health as well as motor skill performance.</td>
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</tbody>
</table>
Standard 2.1 Wellness
All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Big Idea: Taking responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active lifestyle.

Grade Four Unit Connections:
In fourth grade, the students will study overall health and wellness during the first unit of study in both physical education and health classes. PE classes begin with a focus on safe behaviors and fitness for life. Health classes focus on nutrition and a healthy lifestyle. These concepts continue to be a focus of the study in both courses throughout the year.

Suggested Classroom Applications

<table>
<thead>
<tr>
<th>Standard 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. By the end of Grade 4</th>
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<tbody>
<tr>
<td><strong>Strand A. Personal Growth and Development</strong></td>
</tr>
<tr>
<td><strong>Strand C. Disease and Health Conditions</strong></td>
</tr>
<tr>
<td><strong>Strand D. Safety</strong></td>
</tr>
<tr>
<td><strong>Essential Questions</strong></td>
</tr>
<tr>
<td>How do personal health choices impact our own health as well as the health of others?</td>
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<tr>
<td>How can a personal commitment to wellness influence the health of others? How does this commitment reduce one’s risk for diseases, health conditions, and injuries that may impact the quality or duration of one’s life?</td>
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<tr>
<td>Why is it so difficult to educate people about risky behaviors? Why do some people still</td>
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<tr>
<td>Content and Cumulative Progress Indicators (CPIs)</td>
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<tr>
<td>-------------------------------------------------</td>
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<tr>
<td><strong>Content</strong></td>
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<tr>
<td>The dimensions of wellness are interrelated and impact overall personal well-being.</td>
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<tr>
<td>The use of disease prevention strategies in home, school, and community promotes personal health.</td>
</tr>
<tr>
<td>Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</td>
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<tr>
<td><strong>CPI 2.1.4.A.2</strong></td>
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<tr>
<td>Determine the relationship of personal health practices and behaviors on an individual’s body systems.</td>
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</table>
2.1.4.C.1
Explain how most diseases and health conditions are preventable.

CPI

2.1.4.D.1
Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community.

CPI

2.1.4.D.3
Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.

The project rubric should address:
- Research and data collection (e.g., online research, blog)
- Analysis and organization of the information
- The “message” of the multi-media campaign
- Creativity and appropriate use of media tools
- The quality of the presentation to various audiences

✓ Note: If your school has a standard rubric for research and presentations, modify it for use with this project.

Resources
  (an example of one school’s safety message)
- http://www.safekids.org/skwHome.html
  (a global network created to prevent injuries in children 14 and under)

<table>
<thead>
<tr>
<th>Standard 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</th>
<th>By the end of Grade 4</th>
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<tbody>
<tr>
<td>Strand B. Nutrition</td>
<td>Enduring Understandings</td>
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<tr>
<td><strong>Essential Questions</strong></td>
<td><strong>Food choices and eating patterns are developed at a young age, persist throughout one’s lifetime, and may impact one’s long-term health.</strong></td>
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<tr>
<td>How are food choices influenced by culture and tradition? What role does family, peers, and the media have on food choices now and throughout life?</td>
<td>It may be difficult to change unhealthy eating patterns that are rooted in family traditions, religious beliefs, or culture.</td>
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<tr>
<td>Peers and the media also have a significant impact on food choices and the availability of healthy options.</td>
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</tbody>
</table>
Standard 2.2 Integrated Skills
All students will develop and use persona and interpersonal skills to support a healthy, active lifestyle.

Big Idea: The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.

Grade Four Unit Connections:
Fourth graders are exposed to the ideas in this standard through many venues – health class and PE class among them. During the second unit in health class, teachers specifically focus on these topics and promote the ideas as enduring. Our character education program, which is integrated into literacy and social studies classes as well as highlighted in our Student of the Month program, addresses the issues of decision-making and character development.

### Content and Cumulative Progress Indicators (CPIs)

<table>
<thead>
<tr>
<th>Content</th>
<th>Classroom Applications</th>
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</table>
| Choosing a balanced variety of nutritious foods contributes to wellness. | **Instructional Guidance**<br>*To assist in meeting this CPI, students may:*  
- Visit Websites of various fast food chains and restaurants and compare nutrition information available on the sites. |
| **CPI** 2.1.4.B.2 Differentiate between healthy and unhealthy eating practices. | **Sample Assessments**<br>*To show evidence of meeting this CPI, students may complete the following performance assessment:*  
Use online tools to create a meal plan that reflects healthier fast food choices for breakfast, lunch, dinner, and snacks, and justify the choices based on nutritional value and cost. |
| **Resources** | |
| - [http://nutrition.mcdonalds.com/nutritionexchange/bagMeal.do](http://nutrition.mcdonalds.com/nutritionexchange/bagMeal.do)  
- [http://www.tacobell.com/nutrition/calculator/](http://www.tacobell.com/nutrition/calculator/) |
## Suggested Classroom Applications

<table>
<thead>
<tr>
<th>Standard 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</th>
<th>By the end of Grade 4</th>
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</thead>
<tbody>
<tr>
<td><strong>Strand E: Health Services and Information</strong></td>
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<tr>
<td><strong>Essential Questions</strong></td>
<td><strong>Enduring Understandings</strong></td>
</tr>
<tr>
<td>Why is it so difficult for some people to access healthcare? How do you know when you need help? What’s more important: prevention or cure?</td>
<td>Knowing how and when to navigate the healthcare system is critical to maintaining wellness. The early detection of diseases and health conditions contributes to one’s health and helps reduce healthcare costs.</td>
</tr>
<tr>
<td><strong>Content and Cumulative Progress Indicators (CPIs)</strong></td>
<td><strong>Classroom Applications</strong></td>
</tr>
</tbody>
</table>
| **Content** | **Instructional Guidance**
*To assist in meeting this CPI, students may:* |
| Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems. | - Develop interview questions and conduct interviews with school health and social services personnel about the kinds of services provided, when the services should be used, and how students access those services. |
| **CPI** | **Sample Assessments**
*To show evidence of meeting this CPI, students may complete the following performance assessment:*
| 2.2.4.E.1 Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies. | Design and edit a video guide to school health and social services. The video is shown to new students as part of an orientation session and posted on the school’s website as part of the student handbook. In schools where there is a significant bilingual population, the video can also be produced in another language. |
| 2.2.4.E.2 Explain when and how to seek help when experiencing a health problem. | **Resources** |
|  | - [SchoolTube.com](https://www.schoology.com) counselor videos  
- [DASA-a School Within a School](https://www.dasa.org) sample video interview about Digital Arts and Sciences Academy (DASA) at Highland Park Community High School, MI |
**Standard 2.3 Drugs and Medicine**

All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

**Big Idea:** Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.

**Grade Four Unit Connections:**

Fourth grade begins the focus on awareness of substances prescribed by doctors and used for their positive and healing value. The abuse of these substances and others and the ramifications of those abuses are also studied. Students build on their study of character values and decision-making as they role-play their responses to tough choices in the face of increasing pressures.

**Suggested Classroom Applications**

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Enduring Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do people use and abuse alcohol, tobacco, and other drugs despite warnings about the dangers to self and others?</td>
<td>The use and abuse of alcohol, tobacco, and other drugs not only impacts the individual but may have a profound impact on others.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content and Cumulative Progress Indicators (CPIs)</th>
<th>Classroom Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td><strong>Instructional Guidance</strong></td>
</tr>
<tr>
<td>Use of drugs in unsafe ways is dangerous and harmful.</td>
<td>To assist in meeting this CPI, students may:</td>
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<td></td>
<td>• Read online articles at:</td>
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<td>o PBS Kids – <a href="http://pbskids.org/itsmylife/games/smoking_health.html">Smoking: Health Hazards</a> and</td>
</tr>
<tr>
<td></td>
<td>• Complete Bonko’s Body Quiz at:</td>
</tr>
<tr>
<td></td>
<td><a href="http://pbskids.org/itsmylife/games/smoking_flash.html">http://pbskids.org/itsmylife/games/smoking_flash.html</a></td>
</tr>
<tr>
<td></td>
<td>• Research local support groups for tobacco-use cessation.</td>
</tr>
</tbody>
</table>

| **CPI**                                           | **Sample Assessments** |
| 2.3.4.B.2                                         | To show evidence of meeting this CPI, students may complete the following performance assessment: |
Standard 2.4 Human Relationships and Sexuality
All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Big Idea: Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living.

Grade Four Unit Connections:
Difficult choices in the face of peer pressure is one of the themes of this last unit of study in fourth grade. The study of human sexuality is done at a surface level, focusing more on the responsibilities and consequences than on the anatomy and bodily processes. This unit lays the groundwork for a more in-depth family life unit in fifth grade.

Suggested Classroom Applications

<table>
<thead>
<tr>
<th>Standard 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of Grade 4</td>
</tr>
</tbody>
</table>

| Strand A: Relationships |
|---|---|
| Essential Questions | Enduring Understandings |
| How does your family influence the adult you will become? How do you | Relationships are the connections people have with each other. The family provides the first opportunity for a person to develop relationship skills. Every family is different but all families provide the foundation for future relationships. As individuals mature, they seek out different relationships with peers, colleagues, and loved ones. |
Develop and sustain relationships over time? Why is it so hard to have healthy relationships?

Through social networking, people even establish relationships with individuals they have never met. We now live in a world where families and relationships are constantly changing and where global communication systems have extended friendships and relationships across the miles.

<table>
<thead>
<tr>
<th>Content and Cumulative Progress Indicators (CPIs)</th>
<th>Classroom Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td><strong>Instructional Guidance</strong></td>
</tr>
<tr>
<td>The family unit encompasses the diversity of family forms in contemporary society.</td>
<td><em>To assist in meeting this CPI, students may:</em></td>
</tr>
<tr>
<td><strong>CPI</strong></td>
<td><strong>Sample Assessments</strong></td>
</tr>
<tr>
<td>2.4.4.A.1 Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.</td>
<td><em>To show evidence of meeting this CPI, students may complete the following performance assessment:</em></td>
</tr>
</tbody>
</table>

Communicate with a student in another country using ePals. After exchanging at least four inquiry-based emails, create digital presentations about themselves and their ePals reflecting an increased understanding of the differences and commonalities between their cultures, their environments and their lives.

**Resources**
- [http://kidsblogs.nationalgeographic.com/you-are-here/guatemala/](http://kidsblogs.nationalgeographic.com/you-are-here/guatemala/) (sample blog)
**Standard 2.5 Motor Skills Development**
All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.

**Big Idea:** Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.

**Grade Four Unit Connections:**
In each of the units in physical education class, motor skills development is a focus. At the same time, students are encouraged to think about their responsibilities as part of a cooperative physically active endeavor. These responsibilities include, but are not limited to, individual safety concerns, sportsmanship, and strategic planning for optimal benefit for all participants.

---

**Suggested Classroom Applications**

<table>
<thead>
<tr>
<th>Standard 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</th>
<th>By the end of Grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strand A. Movement Skills and Concepts</strong></td>
<td><strong>Enduring Understandings</strong></td>
</tr>
<tr>
<td>Essential Questions</td>
<td>Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.</td>
</tr>
<tr>
<td>How can understanding movement concepts improve my performance? How can I make movement more interesting, fun, and enjoyable? How does my use of movement influence that of others?</td>
<td>Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments.</td>
</tr>
<tr>
<td></td>
<td>Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.</td>
</tr>
<tr>
<td><strong>Content and Cumulative Progress Indicators (CPIs)</strong></td>
<td><strong>Classroom Applications</strong></td>
</tr>
<tr>
<td>Content</td>
<td>Instructional Guidance</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Understanding of fundamental concepts related to effective execution of</td>
<td>To assist in meeting this CPI, students may:</td>
</tr>
<tr>
<td>actions provides the foundation for participation in games, sports,</td>
<td>- Toss an object into the air and keep it aloft by striking it with his/her palms,</td>
</tr>
<tr>
<td>dance, and recreational activities.</td>
<td>controlling the hit to circulate the object to teammates.</td>
</tr>
<tr>
<td><strong>CPI</strong></td>
<td><strong>Sample Assessments</strong></td>
</tr>
<tr>
<td><strong>2.5.4.A.2</strong></td>
<td><em>To show evidence of meeting this CPI, students may complete the following performance assessment:</em></td>
</tr>
<tr>
<td>Use body management skills and demonstrate control when moving in</td>
<td>Play Peteca. Form a circle at the start of the game. One student tosses the object</td>
</tr>
<tr>
<td>relation to others, objects, and boundaries in personal and general</td>
<td>into the air and strikes it with his palm to the player standing next to him. Each</td>
</tr>
<tr>
<td>space.</td>
<td>player in turn tries to keep the object in the air moving the object from player to</td>
</tr>
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<td></td>
<td>player around the circle. If the object falls to the ground, the circuit must start</td>
</tr>
<tr>
<td></td>
<td>over.</td>
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<tr>
<td></td>
<td>✓ <strong>Note:</strong> Peteca is a game played in Brazil. While the original object was made of</td>
</tr>
<tr>
<td></td>
<td>leather, students can use a badminton shuttlecock or small soft ball for this activity.</td>
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<td></td>
<td>Students are assessed on the striking skill, teamwork, and responses to cues.</td>
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<td></td>
<td>Once students master the skill, the game can be modified to establish a random patter</td>
</tr>
<tr>
<td></td>
<td>or respond to directional cues. Several circles can be playing at once with a “referee”</td>
</tr>
<tr>
<td></td>
<td>for each team tracking the number of successful hits.</td>
</tr>
</tbody>
</table>
**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.

**Big Idea:** Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

**Grade Four Unit Connections:**

Students begin the year with a focus on fitness. They participate in a fitness test, set individual goals, and learn exercises and behaviors that will contribute to their own personal fitness. The idea of personal and age-appropriate fitness continues as a strain of the physical education classes throughout the year. Students begin to take some responsibility for carrying this focus over into recess and out-of-school activities. The recess time is structured and supported by a physical education teacher to promote a variety of activities for fitness beyond the PE class.

**Suggested Classroom Applications**

<table>
<thead>
<tr>
<th><strong>Standard 2.6 Fitness:</strong> All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</th>
<th><strong>By the end of Grade 4</strong></th>
</tr>
</thead>
</table>

**Strand A. Fitness and Physical Activity**

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Enduring Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why is it so difficult to become healthy and physically fit? Why is it even harder to stay healthy and physically fit? How can I set challenging fitness goals that help me stay committed to wellness?</td>
<td>Children who regularly participate in physical activity tend to stay active throughout their lives. While there are immediate benefits, including maintaining a healthy weight, feeling more energetic, and promoting a better outlook, participating in team and individual sports and other forms of physical activity can boost self-confidence, provide opportunities for social interaction, and offer a chance to have fun. In the long term, regular physical activity can help prevent heart disease, diabetes, and other medical problems later in life. Getting active and staying active is a key component of a healthy, active lifestyle.</td>
</tr>
</tbody>
</table>

**Content and Cumulative Progress Indicators (CPIs)**

<table>
<thead>
<tr>
<th><strong>Content</strong></th>
<th><strong>Classroom Applications</strong></th>
</tr>
</thead>
</table>
| Each component of fitness contributes to personal health as well | **Instructional Guidance**
*To assist in meeting this CPI, students may:*
- Participate in a health-related fitness assessment such as Fitnessgram or the President’s Challenge.
as motor skill performance.

**CPI**

2.6.4.A.3
Develop a health-related fitness goal and track progress using health/fitness indicators

<table>
<thead>
<tr>
<th><strong>Sample Assessments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>To show evidence of meeting this CPI, students may complete the following performance assessment:</td>
</tr>
</tbody>
</table>

Using the results from the fitness assessment, identify one area in need of improvement.

☑ **Note:** Each student develops a fitness goal related to the area in need. Students with similar needs and goals are grouped and participate in activities designed to focus on the area of need and track their progress towards achieving the goal.

Students are assessed on the identification of the fitness need, the goal and activities to achieve it, and an activity log tracking activity and improvement.

**Resources**

- [http://www.fitnessgram.net/overview/](http://www.fitnessgram.net/overview/)
- [http://www.fitnessgram.net/files/fil.pdf](http://www.fitnessgram.net/files/fil.pdf)
- [http://www.presidentschallenge.org/home_kids.aspx](http://www.presidentschallenge.org/home_kids.aspx)
- [http://kidshealth.org/kid/stay_healthy/index.html](http://kidshealth.org/kid/stay_healthy/index.html)
## Health Unit Maps

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do decisions impact our overall health?</td>
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<tr>
<td>How are food choices influenced by culture, tradition, family, peers, and media now and throughout life?</td>
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<tr>
<td>How can a personal commitment to wellness influence the health of others?</td>
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<tr>
<td>Why is it so difficult to educate people about risky behaviors?</td>
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</table>

### Guiding Questions

#### A. Personal Growth and Development
- What is physical, social, and emotional health, and how do we define these three dimensions of health?
- Why is it important to have good personal hygiene practices?
- Can you identify the structure and function of human body systems?
- What are some of the factors that influence our intellectual growth and uniqueness?

#### A. Interpersonal Communication
- Why is it important to be able to communicate appropriately with others?
- What are some ways to effectively communicate with others in health- and safety-related situations?
- Can you distinguish between “I” messages, refusal, negotiation, listening, and assertiveness skills?
- How can we improve our listening skills?
- What are some appropriate ways to communicate and deal with strangers, acquaintances, and trusted adults? (Onion Theory)
## B. Nutrition
- What are some characteristics of healthy eating?
- How does food impact our daily lives?
- What nutrients are important to the growth and development of our bodies?
- What factors influence our decisions in regards to healthy eating?

## B. Decision-Making and Goal Setting
- Why is it important to set goals and track our progress?
- What are some methods we can use to ensure that we will achieve our goals?
- How does the decision-making model help me to set goals and track progress?

## C. Diseases and Health Conditions
- What are the signs and symptoms of common childhood diseases and health conditions?
- How do our decisions made during adolescence influence our health in the future?
- How can precautions prevent diseases and health conditions?

## C. Character Development
- What are some character traits and ethical values, and can you describe each of them? (trustworthiness, responsibility, respect, caring, justice, fairness, civic virtue, and citizenship)
- How can an individual's character positively or negatively impact individual and group goals and success?
- How can our attitudes and assumptions toward individuals with disabilities impact them?
<table>
<thead>
<tr>
<th>D. Safety</th>
<th>D. Advocacy and Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How do decisions impact our safety and the safety of our family?</td>
<td>• Why is it important to respect the opinions and abilities of others?</td>
</tr>
<tr>
<td>• What are some strategies to reduce risk of injuries at home, school, and community?</td>
<td>• Why is it important to develop a position on a wellness issue?</td>
</tr>
<tr>
<td>• What are the various types of abuse, and how can you get help if abuse occurs?</td>
<td>• How can your participation in a service project impact community wellness?</td>
</tr>
<tr>
<td>• What happens when people engage in unsafe behaviors when traveling in vehicles, as pedestrians, and when using other modes of transportation?</td>
<td></td>
</tr>
<tr>
<td>• How can you administer simple first-aid procedures for choking, bleeding, burns, and poisoning?</td>
<td></td>
</tr>
<tr>
<td>E. Social and Emotional Health</td>
<td>E. Health Services and Information</td>
</tr>
<tr>
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<td>---------------------------------</td>
</tr>
<tr>
<td>Can you describe the impact of peers, culture, and media on the ways individuals communicate and express emotions?</td>
<td>What are some of the health and fitness services provided in our school or community?</td>
</tr>
<tr>
<td>What are some effective methods in coping with stress?</td>
<td>What are some effective methods of accessing valid health services and information?</td>
</tr>
<tr>
<td>Can you distinguish among conflict, violence, vandalism, harassment, and bullying?</td>
<td></td>
</tr>
<tr>
<td>Can you describe ways to cope with rejection, loss, and separation?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content (standards)</th>
<th>STANDARD 2.1 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Personal Growth and Development</td>
<td>A. Interpersonal Communication</td>
</tr>
<tr>
<td>2.1.4.A.1</td>
<td>2.2.4.A.1</td>
</tr>
<tr>
<td>1. Discuss the physical, social, emotional and mental dimensions of health and how they interact</td>
<td>1. Describe effective methods of communicating with others in health-and-safety-related situations.</td>
</tr>
<tr>
<td>2. Describe the importance of using appropriate personal hygiene products.</td>
<td>2.2.4.A.2</td>
</tr>
<tr>
<td>3. Describe the structure and function of human body systems.</td>
<td>2. Explain and demonstrate “I” messages, refusal, negotiation, listening, and assertiveness skills.</td>
</tr>
<tr>
<td></td>
<td>3. Describe and demonstrate methods to improve listening skills.</td>
</tr>
<tr>
<td>B. Nutrition</td>
<td>B. Decision-Making and Goal Setting</td>
</tr>
<tr>
<td>--------------</td>
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</tr>
<tr>
<td>2.1.4.B.4</td>
<td>2.2.4.B.4</td>
</tr>
<tr>
<td>1. Interpret food product labels.</td>
<td>1. Explain and demonstrate how to set personal health goals and track progress.</td>
</tr>
<tr>
<td>2.1.4.B.1</td>
<td>2. Explain methods that can be used to ensure that we will achieve our goals.</td>
</tr>
<tr>
<td>2. Discuss how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems working.</td>
<td>2.2.4.B.1</td>
</tr>
<tr>
<td>2.1.4.B.2</td>
<td>3. Discuss how the decision-making process impacts our ability to set goals and track progress.</td>
</tr>
<tr>
<td>3. Differentiate between healthy and unhealthy eating practices.</td>
<td>4. Demonstrate and describe the steps in the decision-making process.</td>
</tr>
<tr>
<td>2.1.4.B.3</td>
<td>2.2.4.B.2</td>
</tr>
<tr>
<td>4. Create a healthy meal based upon food group, nutritional content, and nutritional value.</td>
<td>5. Differentiate between situations when a health-related decision should be made independently or with the help of others.</td>
</tr>
<tr>
<td>2.1.4.B.4</td>
<td>2.2.4.B.3</td>
</tr>
<tr>
<td>1. Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.</td>
<td>6. Analyze and explain the impact of peers, family, parents, technology, culture, and media on our thoughts, feelings, health decisions, and behaviors.</td>
</tr>
<tr>
<td>2.1.4.C.1</td>
<td>2.2.4.C.1</td>
</tr>
<tr>
<td>2. Explain the role that our decisions play in preventing or causing diseases and health conditions.</td>
<td>1. Determine how an individual’s character develops over time and impacts personal health.</td>
</tr>
<tr>
<td>2.1.4.C.2</td>
<td>2.2.4.C.2</td>
</tr>
<tr>
<td>1. Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.</td>
<td>2. Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.</td>
</tr>
<tr>
<td>2.1.4.C.3</td>
<td>2.2.4.C.3</td>
</tr>
<tr>
<td>3. Describe common myths and facts about mental illness</td>
<td>3. Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Diseases and Health Conditions</th>
<th>C. Character Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.4.C.2</td>
<td>2.2.4.C.1</td>
</tr>
<tr>
<td>1. Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.</td>
<td>1. Determine how an individual’s character develops over time and impacts personal health.</td>
</tr>
<tr>
<td>2.1.4.C.1</td>
<td>2.2.4.C.2</td>
</tr>
<tr>
<td>2. Explain the role that our decisions play in preventing or causing diseases and health conditions.</td>
<td>2. Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.</td>
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<td>2.1.4.C.3</td>
<td>2.2.4.C.3</td>
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<tr>
<td>3. Describe common myths and facts about mental illness</td>
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</tr>
<tr>
<td><strong>D. Safety</strong></td>
<td><strong>D. Advocacy and Service</strong></td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>2.1.4.D.1</strong></td>
<td>1. Explain the impact of participation in different kinds of service projects on community wellness.</td>
</tr>
<tr>
<td>1. Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).</td>
<td>2. Explain and demonstrate the ability to respect the opinions and abilities of others.</td>
</tr>
<tr>
<td><strong>2.1.4.D.2</strong></td>
<td>3. Develop a position on a wellness issue.</td>
</tr>
<tr>
<td>2. Summarize the various forms of abuse and ways to get help.</td>
<td></td>
</tr>
<tr>
<td><strong>2.1.4.D.3</strong></td>
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</tr>
<tr>
<td>3. Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.</td>
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<tr>
<td><strong>2.1.4.D.4</strong></td>
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<tr>
<td>4. Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.</td>
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<td></td>
<td>E. Social and Emotional Health</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>2.1.4.E.1</strong></td>
<td>1. Compare and contrast how individuals and families attempt to address basic human needs.</td>
</tr>
<tr>
<td><strong>2.1.4.E.2</strong></td>
<td>2. Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.</td>
</tr>
<tr>
<td><strong>2.1.4.E.3</strong></td>
<td>3. Determine ways to cope with rejection, loss, and separation.</td>
</tr>
<tr>
<td><strong>2.1.4.E.4</strong></td>
<td>4. Summarize the causes of stress and explain ways to deal with stressful situations.</td>
</tr>
</tbody>
</table>

**Pre-Assessment/Assessment**
- Journal
- Performance Tasks
- Survey / Interview
- Blog, podcast, or other multi-media campaign to promote healthy /safe behavior
- Meal plan reflecting healthy choices
- Student self-assessment
- Selected Response/Forced choice items
- Journal
- Performance Tasks
- Student self-assessment
- Selected Response/Forced choice items
- Interviews
- Video guide to health services
<table>
<thead>
<tr>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Questions</strong></td>
<td></td>
<td></td>
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<tr>
<td>- How using my decision-making skills will help me to lead a drug-free lifestyle?</td>
<td></td>
<td>- How do relationships affect our lives?</td>
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</tr>
<tr>
<td>- Why do people abuse substances despite warnings about the dangers of doing so?</td>
<td></td>
<td>- How do you develop and sustain relationships over time?</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>- Why is it hard to have healthy relationships?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Guiding Questions</strong></td>
<td><strong>A. Medicines</strong></td>
<td></td>
<td><strong>A. Relationships</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- What is the difference between over-the-counter drugs and prescription drugs?</td>
<td></td>
<td>- Are there different types of families? How are they alike and different?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- What are some commonly used drugs and what are they used for? Are there possible side effects that can occur when taking them?</td>
<td></td>
<td>- What are the roles of different family members? How can these roles look in different families? How do they change over time?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Why is it important to take medicine appropriately and safely?</td>
<td></td>
<td>- How do culture and tradition impact personal and family development?</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- What are the characteristics of “healthy” families and friendships? What factors can support the health of family and friends?</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- What are appropriate ways to show affection and caring?</td>
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</tr>
<tr>
<td>B. Alcohol, Tobacco, and Other Drugs</td>
<td>B. Sexuality</td>
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<tr>
<td>• What are the short-term and long-term effects of using and abusing tobacco and alcohol?</td>
<td>• What are some of the physical, social, and emotional changes that occur during puberty</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• What are some short-term and long-term behavioral effects of alcohol use and abuse?</td>
<td>• Why does puberty begin and end at different ages for different people? What affects the beginning and ending of puberty?</td>
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<tr>
<td>• What are the side effects from inhaling second-hand/passive smoke?</td>
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<tr>
<td>• What are the physical and behavioral effects of marijuana use?</td>
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<tr>
<td>• How is the decision making process changed when a person is under the influence of alcohol and other drugs?</td>
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<tr>
<td>• What influence does advertising/media, peers, and adults have on our decision to use drugs or not?</td>
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<tr>
<td>• What are the health risks associated with injected drug use?</td>
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<tr>
<td>C. Dependency/Addiction and Treatment</td>
<td>C. Pregnancy and Parenting</td>
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<tr>
<td>• What are some of the signs and symptoms of alcohol, tobacco, and other drugs use and abuse?</td>
<td>• How does a fetus/embryo develop?</td>
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<tr>
<td>• Why is it important to seek help if you have a drug dependency/addiction problem, and where can you receive help?</td>
<td>• What impact does a mother’s health have on the development of the fetus?</td>
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<tr>
<td>• What is the difference between drug use, abuse, and misuse?</td>
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<tr>
<td>• What impact does advertising/media, peers, and adults have on drug use?</td>
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<table>
<thead>
<tr>
<th>Content (Standards)</th>
<th>STANDARD 2.3 (Drugs and Medicines) All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>STANDARD 2.4 (Human Relationships and Sexuality) All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</td>
</tr>
<tr>
<td>Skills (CP's)</td>
<td>A. Medicines</td>
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<td><strong>2.3.4.A.1</strong></td>
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<td>1. Distinguish between over-</td>
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<td>the-counter and prescription</td>
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<td></td>
<td>medicines.</td>
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<td>2. Identify commonly used</td>
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<td>medicines and discuss why they</td>
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<td></td>
<td>are used.</td>
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<td><strong>2.3.4.A.2</strong></td>
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<td>3. Discuss the importance of</td>
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<td>taking medicines as ordered,</td>
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<td>not sharing medicines with</td>
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<td>others, and reporting any side</td>
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<td>effects to a trusted adult.</td>
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<tr>
<td><strong>B. Alcohol, Tobacco, and Other Drugs</strong></td>
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<td><strong>2.3.4.B.1</strong></td>
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<tr>
<td>1. Explain why it is illegal to use or possess certain drugs/substances.</td>
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<tr>
<td><strong>2.3.4.B.2</strong></td>
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<tr>
<td>2. Describe the short- and long-term physical effects of tobacco use.</td>
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<tr>
<td><strong>2.3.4.B.3</strong></td>
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<tr>
<td>3. Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.</td>
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<td><strong>2.3.4.B.4</strong></td>
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<tr>
<td>4. Identify the short- and long-term physical and behavioral effects of alcohol use and abuse.</td>
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<td><strong>2.3.4.B.5</strong></td>
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<tr>
<td>5. Identify the short- and long-term physical effects of inhaling certain substances.</td>
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<tr>
<td><strong>2.3.8.B.7</strong></td>
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<tr>
<td>6. Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.</td>
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<tr>
<td><strong>2.3.8.B.8</strong></td>
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<tr>
<td>7. Analyze health risks associated with injected drug use.</td>
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<thead>
<tr>
<th><strong>B. Sexuality</strong></th>
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<tbody>
<tr>
<td><strong>2.4.4.B.1</strong></td>
</tr>
<tr>
<td>1. Describe the physical, social, and emotional changes occurring at puberty.</td>
</tr>
<tr>
<td>2. Discuss why puberty begins and ends at different ages for different people.</td>
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<tr>
<td>C. Dependency / Addiction and Treatment</td>
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<tr>
<td><strong>2.3.4.C.1</strong></td>
</tr>
<tr>
<td>1. Discuss signs that a person might have a problem with the use of alcohol, tobacco, and other drugs.</td>
</tr>
<tr>
<td><strong>2.3.4.C.2</strong></td>
</tr>
<tr>
<td>2. Differentiate among drug use, abuse, and misuse.</td>
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<tr>
<td><strong>2.3.4.C.3</strong></td>
</tr>
<tr>
<td>3. Describe how advertising, peers, and adults influence children and teenagers to try alcohol, tobacco, and other drugs.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Pre-Assessment/Assessment</th>
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<tbody>
<tr>
<td>• Journal</td>
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<tr>
<td>• Performance Tasks</td>
</tr>
<tr>
<td>• Student self-assessment</td>
</tr>
<tr>
<td>• Selected Response/Forced choice items</td>
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<tr>
<td>• Pamphlet or tri-fold on the impact of tobacco use</td>
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<tr>
<td>• Performance Tasks</td>
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<tr>
<td>• Student self-assessment</td>
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<tr>
<td>• Selected Response/Forced choice items</td>
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<tr>
<td>• Digital presentations highlighting cultural differences and commonalities with a student from another country</td>
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<tr>
<td>Essential Questions</td>
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<td>Content (CPIs)</td>
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2.5.4.B.1
3. Explain and demonstrate the use of basic offensive and defensive strategies.

2.5.4.B.2
4. Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.

2.5.4.C.1
5. Demonstrate appropriate behavior as both a player and an observer.

2.5.4.C.1
Game play – individual and group responsibilities
<table>
<thead>
<tr>
<th>Focus Skills for Fitness</th>
<th>Focus Skills for Soccer</th>
<th>Focus Skills for Basketball</th>
</tr>
</thead>
</table>
| 1. Motor skills and movement patterns:  
a. Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back, and neck  
b. Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups with hands on a bench, forward lunges, side lunges, and triceps push-ups from a chair  
c. Demonstrate basic stretches using proper alignment for hamstrings, quadriceps, hip flexors, triceps, back, shoulders, hip adductors, hip abductors, and calves  
d. Set personal short-term goals for aerobic endurance, muscular strength and endurance, and flexibility and monitor progress by measuring and recording personal fitness scores.  
2. Participate in selected activities that develop and maintain each component of physical fitness | 1. Motor skills and movement patterns:  
a. Foot dribble a ball and maintains control while traveling within a group  
b. Accurately demonstrate the difference in foot placement when kicking a stationary ball, a ball moving away, and a ball moving forward  
c. Dribble a ball and kick toward a goal while being guarded  
d. Stop a kicked ball by trapping it with the foot while moving  
2. Describe the importance of open space when playing sport-related games  
3. In preparation for a kicking on goal task, arrange soccer equipment safely in a manner appropriate to practice  
4. Explain that skill competency leads to enjoyment of movement and physical activity | 1. Motor skills and movement patterns:  
a. Hand dribble a ball and maintains control while traveling within a group  
b. Dribble then pass a basketball to a moving receiver  
c. Dribble a ball while preventing another from stealing it  
d. Pass a ball back and forth with a partner using a chest pass and bounce pass  
2. Explain the importance of open space when playing sport-related games  
3. Accept the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others  
4. Engage positively with students of different and similar skill levels |
3. **Motor skills and movement patterns:**
   a. Sustain continuous movement for an increasing period of time, while participating in moderate to vigorous physical activities
   b. Jump a self-turned rope
   c. Enter, jump, and leave a turning, long rope
   d. Choose to participate in activities that require high levels of cardiovascular conditioning

4. **Measure and record heart rate before, during, and after vigorous physical activity**

5. **Jump continuously a forward-turning rope and a backward-turning rope.**

6. **Set a personal goal to improve a motor skill and work toward that goal in nonschool time.**

7. **Collect data and record progress toward mastery of a motor skill.**

8. **Jump a self-turned rope.**

9. **Kick a ball to a stationary partner, using the inside of the foot.**

10. **Foot-dribble a ball continuously while traveling and changing direction.**

11. **Identify the differences between dribbling a ball (with the hand and the foot, separately) while moving forward and when changing direction.**

12. **Kick a stationary ball from the ground into the air.**

13. **Keep a foot-dribbled ball away from a defensive partner.**

14. **Stop a kicked ball by trapping it with the foot while standing still.**

15. **Describe the relationship of the heart, muscles, blood, and oxygen during physical activity.**

16. **Identify two characteristics of physical activity that build aerobic capacity.**

17. **Hand-dribble a ball continuously while moving around obstacles.**

18. **Identify the differences between dribbling a ball (with the hand and the foot, separately) while moving forward and when changing direction.**

19. **Keep a hand-dribbled ball away from a defensive partner.**

20. **Accept an opponent’s outstanding skill, use of strategies, or ability to work effectively with teammates as a challenge in physical activities.**
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Fitness test</th>
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<tbody>
<tr>
<td>Observation checklist during games and sports</td>
<td></td>
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<tr>
<td>Exercise tally</td>
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<tr>
<td>Explain that a stronger heart muscle can pump more blood with each beat</td>
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<tr>
<td>Calculate personal heart rate per minute by recording heartbeats for ten-second intervals and 15-second intervals</td>
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<tr>
<td>Identify the heart rate intensity (target heart-rate range) that is necessary to increase aerobic capacity</td>
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<tr>
<td>Describe how heart rate is used to monitor exercise intensity</td>
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<tr>
<td>Physical Fitness tests completed</td>
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<tr>
<td>Soccer skills tests – practical and written</td>
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<tr>
<td>Play the Game</td>
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<tr>
<td>Use of modified games to check skills in action</td>
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<tr>
<td>Explain the effect of regular, sustained physical activity on the body’s ability to consume calories and burn fat for energy</td>
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<tr>
<td>Explain why body weight is maintained when calorie intake is equal to calories expended</td>
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<tr>
<td>Basketball skills tests – practical and written</td>
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<tr>
<td>Foul shooting tests</td>
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<tr>
<td>Play game</td>
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<tr>
<td>Describe ways to create more space between an offensive player and a defensive player.</td>
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<tr>
<td>Compare and contrast dribbling a ball without a defender and with a defender.</td>
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<tr>
<td>Essential Questions</td>
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<tr>
<td>February / March</td>
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<tr>
<td>➢ How can I improve my physical fitness through dancing?</td>
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<tr>
<td>➢ How can understanding movement concepts improve my performance?</td>
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<tr>
<td>➢ How can I make movement more interesting, fun, and enjoyable?</td>
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<tr>
<td>➢ How does my use of movement influence that of others?</td>
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<th>April</th>
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<tbody>
<tr>
<td>➢ How can I improve my physical fitness through cooperative games?</td>
</tr>
<tr>
<td>➢ To what extent does strategy influence performance in cooperative and locomotor games?</td>
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<th>May / June</th>
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<tbody>
<tr>
<td>➢ How can I improve my physical fitness through playing baseball and softball?</td>
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<tr>
<td>➢ To what extent does strategy influence performance in baseball and softball?</td>
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<tr>
<td>Content (CPIs)</td>
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<tr>
<td>Dance skills – motor and movement</td>
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<tr>
<td>Performance – individual and group responsibilities</td>
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<tr>
<th>2.5.4.B.1</th>
<th>2.5.4.B.2</th>
<th>2.5.4.C.1</th>
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<tbody>
<tr>
<td>Performance – individual and group responsibilities</td>
<td>Cooperative and locomotor games – individual and group responsibilities</td>
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<tr>
<th>2.6.4.A.2</th>
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<tbody>
<tr>
<td>Fitness through dance</td>
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<tr>
<th>2.5.4.B.1</th>
<th>2.5.4.B.2</th>
<th>2.5.4.C.1</th>
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<tbody>
<tr>
<td>Home /school dance connection</td>
<td>Fitness through baseball</td>
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<tr>
<th>2.5.4.A.1</th>
<th>2.5.4.A.2</th>
<th>2.5.4.A.4</th>
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<tbody>
<tr>
<td>Application of specific rules and procedures during physical activity and explain how they contribute to a safe active environment</td>
<td>Rules and decision making</td>
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<td>Game play – individual and group responsibilities</td>
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<th>2.6.4.A.2</th>
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<tr>
<td>Fitness through game play</td>
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<th>2.5.4.B.1</th>
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<th>2.5.4.C.1</th>
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<tr>
<td>Cooperative and locomotor games – individual and group responsibilities</td>
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<tr>
<td>Focus Skills for Rhythm &amp; Dance</td>
<td>Focus Skills for Cooperative and Locomotor Games</td>
<td>Focus Skills for Baseball / Softball</td>
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</table>
| **1. Motor skills and movement patterns:**  
  Perform flexibility exercises that will stretch specific muscle areas for given physical activities  
  Perform a basic rhythm sequence to 4/4 time  
  Develop patterns and combinations of movements into repeatable sequences  
  Demonstrate correct patterns for a variety of dance movements (e.g., grapevine, cha cha, Charleston, polka, etc.)  
**2. Describe healthful benefits that result from regular and appropriate participation in physical activity.**  
**3. Demonstrate respect and caring for a less-abled peer through verbal and nonverbal encouragement and assistance.**  
**4. Identify positive feelings associated with participation in physical activities.** | **1. Motor skills and movement patterns:**  
  a. Leap, leading with either foot  
  b. Chase, flee, and move away from others in a constantly changing environment  
  c. While traveling, avoid or catch an individual or object  
  d. Jump for distance using proper takeoff and landing form  
  e. Jump for distance, using proper takeoff and landing form  
**2. Recognize fundamental components and strategies used in simple games and activities.**  
**3. Distinguish between compliance and non-compliance with game rules and fair play.**  
**4. Interact with others by helping with their physical activity challenges.**  
**5. Respond to winning and losing with dignity and respect.** | **1. Motor skills and movement patterns:**  
  a. Throw overhand at increasingly smaller targets using proper follow through  
  b. Field a thrown ground ball  
  c. Strike a gently tossed ball with a bat, using a side orientation  
  d. Catch a fly ball using mature form (e.g., have eyes on ball, move to position, reach with hands, catch with hands only rather than trapping the ball, bend elbows to pull ball into chest to absorb force).  
**2. Describe essential elements of mature movement patterns.**  
**3. Assess and takes responsibility for his or her own behavior problems without blaming others.**  
**4. Appreciate differences and similarities in others' physical activity.** |
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<tr>
<td>5.</td>
<td>Define the terms folk dance, line dance, and circle dance.</td>
<td>5. Motor skills and movement patterns: a. Participate in appropriate warm-up and cool-down exercises for specific physical activities.</td>
</tr>
<tr>
<td>6.</td>
<td>Compare and contrast folk dances, line dances, and circle dances.</td>
<td>b. Demonstrate warm-up and cool-down exercises.</td>
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<tr>
<td>7.</td>
<td>Perform a line dance, a circle dance, and a folk dance with a partner.</td>
<td>c. Demonstrate how to warm up muscles and joints before running, jumping, kicking, throwing, and striking.</td>
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<td>8.</td>
<td>Perform a series of basic dance steps.</td>
<td>d. Roll a ball for accuracy toward a target.</td>
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<td>9.</td>
<td>Perform a routine to music that includes even and uneven locomotor patterns.</td>
<td>e. Throw a flying disc for distance, using the backhand movement pattern.</td>
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<tr>
<td>10.</td>
<td>Design a routine to music that includes even and uneven locomotor patterns.</td>
<td>f. Throw a flying disc accurately at a target and to a partner, using the backhand movement pattern.</td>
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<tr>
<td>11.</td>
<td>Design and perform a creative dance, combining locomotor patterns with intentional changes in speed and direction.</td>
<td>6. Choose to participate in group physical activities.</td>
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<tr>
<td>12.</td>
<td>Design a routine to music, changing speed and direction while manipulating an object.</td>
<td>7. Work in pairs or small groups to achieve an agreed-upon goal.</td>
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<td>5. Identify healthful choices for meals and snacks that help improve physical performance.</td>
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<td>6. Record and analyze food consumption for one day and make a plan to replace foods with healthier choices and adjust quantities to enhance performance in physical activity.</td>
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<td>7. Throw and catch an object with a partner, increasing the distance from the partner and maintaining an accurate throw that can be easily caught.</td>
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<td>8. Manipulate an object by using a long-handled implement.</td>
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<td>9. Catch a fly ball above the head, below the waist, and away from the body.</td>
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<tr>
<td>Assessment</td>
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</table>
| - Dance skills performance assessments  
- Perform a series of basic dance steps  
- Perform a routine to music | - Observation checklists during game play  
- Written reflection  
- Explain the purpose of warming-up before physical activity and cooling-down after physical activity  
- Identify the key elements for increasing accuracy in rolling a ball and throwing a ball | - Baseball/softball skills tests – practical and written  
- Catching, running, hitting, throwing drills  
- Play games  
- Explain why the body uses a higher percentage of carbohydrates for fuel during high-intensity physical activity and a higher percentage of fat for fuel during low-intensity physical activity.  
- Plan a day of healthful balanced meals and snacks designed to enhance the performance of physical activities. |
We will be breaking down the school year into four main sections based on the current NJ Core Content Standards. We will focus on answering certain “guiding questions” which will direct us toward our grade level specific goals. Keep in mind that each year’s material through grade 8 will be based on those goals and the student’s “readiness levels.” We will make adjustments as needed to accommodate those levels. Our curriculum is a working document and will be used as a guide. If you have any questions, please feel free to contact me or our curriculum supervisor, Ellen Spears. I look forward to working with you and your child.

Below is an example of the guiding questions that are a part of our 4th grade curriculum.

**Standard 2.1 Wellness:** All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

<table>
<thead>
<tr>
<th><strong>A. Personal Growth and Development</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• What is physical, social, and emotional health, and how do we define these three dimensions of health?</td>
</tr>
<tr>
<td>• Why is it important to have good personal hygiene practices?</td>
</tr>
<tr>
<td>• Can you identify the structure and function of human body systems?</td>
</tr>
<tr>
<td>• What are some of the factors that influence our intellectual growth and uniqueness?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>B. Nutrition</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• What are some characteristics of healthy eating?</td>
</tr>
<tr>
<td>• How does food impact our daily lives?</td>
</tr>
<tr>
<td>• What nutrients are important to the growth and development of our bodies?</td>
</tr>
<tr>
<td>• What factors influence our decisions in regards to healthy eating?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>C. Diseases and Health Conditions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• What are the signs and symptoms of common childhood diseases and health conditions?</td>
</tr>
<tr>
<td>• How do our decisions made during adolescence influence our health in the future?</td>
</tr>
<tr>
<td>• How can precautions prevent diseases and health conditions?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>D. Safety</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• How do decisions impact our safety and the safety of our family?</td>
</tr>
<tr>
<td>• What are some strategies to reduce risk of injuries at home, school, and community?</td>
</tr>
<tr>
<td>• What are the various types of abuse, and how can you get help if abuse occurs?</td>
</tr>
<tr>
<td>• What happens when people engage in unsafe behaviors when traveling in vehicles, as pedestrians, and when using other modes of transportation?</td>
</tr>
<tr>
<td>• How can you administer simple first-aid procedures for choking, bleeding, burns, and poisoning?</td>
</tr>
</tbody>
</table>
E. Social and Emotional Health
- Can you describe the impact of peers, culture, and media on the ways individuals communicate and express emotions?
- What are some effective methods in coping with stress?
- Can you distinguish among conflict, violence, vandalism, harassment, and bullying?
- Can you describe ways to cope with rejection, loss, and separation?

Standard 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

A. Interpersonal Communication
- Why is it important to be able to communicate appropriately with others?
- What are some ways to effectively communicate with others in health- and safety-related situations?
- Can you distinguish between “I” messages, refusal, negotiation, listening, and assertiveness skills?
- How can we improve our listening skills?
- What are some appropriate ways to communicate and deal with strangers, acquaintances, and trusted adults? (Onion Theory)

B. Decision-Making and Goal Setting
- Why is it important to set goals and track our progress?
- What are some methods we can use to ensure that we will achieve our goals?
- How does the decision-making model help me to set goals and track progress?

C. Character Development
- What are some character traits and ethical values, and can you describe each of them? (trustworthiness, responsibility, respect, caring, justice, fairness, civic virtue, and citizenship)
- How can an individual’s character positively or negatively impact individual and group goals and success?
- How can our attitudes and assumptions toward individuals with disabilities impact them?

D. Advocacy and Service
- Why is it important to respect the opinions and abilities of others?
- Why is it important to develop a position on a wellness issue?
- How can your participation in a service project impact community wellness?

E. Health Services and Information
- What are some of the health and fitness services provided in our school or community?
- What are some effective methods of accessing valid health services and information?

Standard 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.
## A. Medicines
- What is the difference between over-the-counter drugs and prescription drugs?
- What are some commonly used drugs and what are they used for? Are there possible side effects that can occur when taking them?
- Why is it important to take medicine appropriately and safely?

## B. Alcohol, Tobacco, and Other Drugs
- What are the short-term and long-term effects of using and abusing tobacco and alcohol?
- What are some short-term and long-term behavioral effects of alcohol use and abuse?
- What are the side effects from inhaling second-hand/passive smoke?
- What are the physical and behavioral effects of marijuana use?
- How is the decision making process changed when a person is under the influence of alcohol and other drugs?
- What influence does advertising/media, peers, and adults have on our decision to use drugs or not?
- What are the health risks associated with injected drug use?

## C. Dependency/Addiction and Treatment
- What are some of the signs and symptoms of alcohol, tobacco, and other drugs use and abuse?
- Why is it important to seek help if you have a drug dependency / addiction problem, and where can you receive help?
- What is the difference between drug use, abuse, and misuse?
- What impact does advertising/media, peers, and adults have on drug use?

### Standard 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

#### A. Relationships
- Are there different types of families? How are they alike and different?
- What are the roles of different family members? How can these roles look in different families? How do they change over time?
- How do culture and tradition impact personal and family development?
- What are the characteristics of “healthy” families and friendships? What factors can support the health of family and friends?
- What are appropriate ways to show affection and caring?

#### B. Sexuality
- What are some of the physical, social, and emotional changes that occur during puberty?
- Why does puberty begin and end at different ages for different people? What affects the beginning and ending of puberty?

#### C. Pregnancy and Parenting
- How does a fetus / embryo develop?
- What impact does a mother’s health have on the development of the fetus?
Jump Rope

Performance Objectives

- Describe how jump rope skills are used to improve and work on components of fitness (coordination, c-v endurance, muscular endurance, spatial awareness) and rhythm.

- Analyze and perform correct jumping form and other jumping skills.

- Know and apply information about safety and avoidance of common mistakes while jumping.

- Demonstrate teamwork, cooperation and communication skills when performing partner jumps & skills involving a long rope.

- Students will discover what a healthy heart is and how to keep it healthy.
Why Jump Rope?

1. It is a convenient form of exercise; can be done anywhere at any time

2. A person can spend half as much time jumping rope as jogging and still improve cardiovascular endurance and muscular endurance

3. Jumping rope is a good way to improve eye-hand-foot coordination; the more complex the skills, the more coordination developed

4. When using a long rope, jumpers and turners practice teamwork, communication skills and cooperation

5. Health benefits of jumping rope:
   a. Builds c-v endurance and stamina
   b. Works muscle in the legs, arms and shoulders
   c. Develops muscular endurance in triceps, wrists, gastrocnemius, hamstrings & quadriceps
Jump Rope Basics

1. Make sure that the rope is the correct length;
   a. While holding the ends of the rope, stand on the middle of the rope with both feet together,
   b. The rope should reach the armpits

2. Correct jumping technique includes:
   a. Looking straight ahead
   b. Only jumping high enough for the rope to pass under the feet
   c. Turn rope with the wrists not the whole arm
   d. Elbows close to the body at a forty-five degree angle
   e. Slight bend in the knees
   f. Feet slightly apart; land on the balls of the feet

3. Avoid common mistakes
   a. Don’t jump with locked knees
   b. Do not land flat footed
   c. Don’t use too much arm movement; turn with the wrists
   d. Do not jump high in the air (expends too much energy)
Jumping rope develops cardiovascular and muscular endurance along with agility, speed, coordination, and muscular strength. You can do it virtually anywhere and it costs almost nothing for the best equipment. Best of all, it's easy to learn!

With so much going for it, jumping rope may seem like a perfect exercise. Boxers swear by it; professional baseball players do it both in and out of season; and forty thousand girls in Manhattan take part in yearly competitions of double Dutch jumping (that is, jumping with two ropes that are spun at the same time in eggbeater fashion).

Like all aerobic exercises, jumping for your health needs to be eased into. Jumping rope can raise the heart rate too high and too fast to be safe for those who are not already fit. Ten minutes of fast rope skipping gives a person a brief aerobic workout; but for full aerobic benefits, strenuous skipping needs to be sustained as long as strenuous running.

Jumping rope is an intense and effective aerobic activity. Skipping can actually tone the muscles of the upper body (especially the deltoids and to a lesser degree the chest and upper back) as well as the lower body (especially the calves and hamstrings). Besides it promotes definition of abdominal muscles and reduces cellulite. you can also adapt moves such as marching or running in place while turning the rope alongside your body. According to a research 10 minutes of jumping rope is equal to 30 minutes of running at a 5.7 mph pace. Also it is being regarded as an efficient calorie burner about 12 calories per minute for a 150-lb person who jumps 120 times in a minute. If you are looking for fat burning a good idea is to perform your jump-rope workout first thing in the morning before you eat breakfast.

Not only is it a good CV workout, but also it improves your agility, fluidity, coordination, lateral movement, explosiveness, speed, and timings, which can vastly improve performance in other sports, such as tennis or racquetball. Jumping rope is a plyometric style workout. Thus it is excellent for developing, power, speed and endurance in your calves. While you cannot really increase your muscles, size by jumping rope, you can (and will) increase the muscles efficiency, and because of this, many coaches employ it as a means to complement strength or weight training.

To conclude in all, jumping rope is an effective and intensive CV exercise, which promises a healthy and supple body.
JUMP ROPE UNIT SCHEDULE

Day one
- Introduction – A Heart Healthy Activity
- Benefits
- Instructional Video – The Magic of the Rope with Buddy Lee
- Selecting a rope
- Demonstration of Skills
- Student practice (ropes for everyone)

Day two
- Demonstration of skills
- Student practice
- Introduce sequences 1-5
- Consecutive jumps
- Jumps without an interruption

Day three
- Partner jumping
- Sequences 1-6
- Long Rope Activities (3 per group)
- Jumping Jack Flash

Day four
- Long rope Skills con’t.
- Practice skills
- Practice sequences 1-10

Day five
- Assessment of Sequences

Day six
- Group routine practice
- Continue sequence assessments

Day seven
- Routine Assessment

Day eight
- Make-up
Basics Jumps
Basic two-foot jump
Single-foot jump

- Two-foot backward jump

Alternate foot/Running in place

Skiers jump

- Double under

Bell jump

Side straddle jump

Forward straddle/scissor

Foot cross

Wounded duck

Heel to heel

Long rope skills

- Body Cross

- 180 Turn

- Double Under criss cross

Jogging/Running step

Figure 8

Single side swing and jump

Slow pace - 30 - 60 turns per minute
Medium pace - 60-120 turns per minute
Fast pace - 120-180 turns per minute

Aim to be above 100 turns the whole time. Start with 10 minutes and build up to 30 minutes. For the first week your calves may be very sore/tight. Persevere, warm up/cool down properly and they will become accustomed to the exercise.
Jump Rope Skills & Fitness Components

**Cardiovascular Endurance**
Continuous jumps for a period of time

**Muscular Endurance**
Arm and leg movement(s) while jumping

**Coordination**
Turning the rope, various foot skills while jumping, jumping with a partner

**Reaction Time**
Jumping “in” with the long rope, performing the “Double under”

**Balance**
Body control while jumping

**Power**
Performing multiple “Double unders”

Not only is jumping rope a good CV workout, but also it improves your **agility, fluidity, coordination, lateral movement, explosiveness, speed, and timing**, which can vastly improve performance in other sports, such as tennis or racquetball.
F.I.T.T. Principle & Jump Rope

Jumping rope can be a good activity to use when trying to improve cardiovascular endurance and other components. Here’s how a person can apply the F.I.T.T. Principle to a training program for the maintenance or improvement of cardiovascular endurance.

**Frequency** = 3 to 4 days per week

**Intensity** = 125 – 175 beats per minute

**Time** = 10 min. intervals for 20+ minutes

**Type** = Jumping Rope
LONG ROPE ACTIVITIES

Groups of 3

- Jump until make mistake
- Jumper then becomes Turner
- Turner becomes Jumper
- Repeat process

Variation: Jump for prescribed amount of time
Change Jumpers on mistakes

Variation: Accumulate the most jumps in a period of time
All Jumps added together

Variation: How fast can a set number be attained

Variation: Group member with most consecutive jumps

Variation: Group member that jumps for the longest time

JUMPING JACK FLASH

Consecutive jumps (new jumper each turn of rope)

How many turns of the rope does it take to get your team to the other side - turners included

Adding one team member per turn, how many jumpers can jump at the same time
JUMP ROPE SEQUENCES

SEQUENCE 1:
Basic – Alternate foot – Basic – Scissor

SEQUENCE 2:
Basic – Straddle – Basic – Foot Cross

SEQUENCE 3:
Basic – Figure 8/Basic – Basic – Body Cross

SEQUENCE 4:
Basic – Skiers – Basic – Bell

SEQUENCE 5:
Basic – Heel to Heel – Basic – Wounded Duck

Jump rope sequences 6-10

Sequence 6
Scissor – Basic – Alternate foot – Bell

Sequence 7
Basic – Fig 8 Basic – Foot Cross – Basic – Wounded Duck

Sequence 8
Basic – Bell – Basic – Heel to Heel – Basic

Sequence 9
Basic – Wounded Duck – Basic – Alternate foot

Sequence 10
Basic – Body cross – Scissor – Straddle
JUMP ROPE
GRADING RUBRIC
STANDARDS

0-1 INTERRUPTIONS    SCORE  4

2 INTERRUPTIONS    3

3 INTERRUPTIONS    2

4 INTERRUPTIONS    1

CONTINUE THE SEQUENCE FROM THE INTERRUPTION

**** MINIMUM- 5 JUMPS PER SKILL****
<table>
<thead>
<tr>
<th>Knowledge of skills</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not know the names or cannot describe most, or any skills.</td>
<td>Knows the names and can only describe a few skills.</td>
<td>Somewhat knows the names and can describe some skills.</td>
<td>Knows the names of most of the skills and can describe what the skills are.</td>
<td>Has a clear and good knowledge of all of the skills and can describe all of them.</td>
<td></td>
</tr>
<tr>
<td>Performance of skills</td>
<td>Cannot perform a basic jump.</td>
<td>Can get a basic jump down, but is unable to perform other skill jumps.</td>
<td>Has the basic jump down and can somewhat transition into harder jumps. Can perform 1-2 other skills.</td>
<td>Has the basic down, good transitions into harder jumps, can perform 2-3 skills adequately.</td>
<td>Has the basic, smooth transitions, successfully perform 3 or more jumps at a good rhythm and pace.</td>
</tr>
<tr>
<td>Development of Routine</td>
<td>No pace and no effort towards an exciting routine. 0-1 skills attempted.</td>
<td>A slow pace with poor transitions. 1-2 skills attempted.</td>
<td>A moderate pace with fair transitions. 2 skills attempted.</td>
<td>A good pace with good transitions. 3 skills attempted in rhythm.</td>
<td>A great pace with smooth and in sync transitions. 3 or more skills attempted in rhythm.</td>
</tr>
<tr>
<td>Effort and Participation</td>
<td>No effort put forth towards the activities.</td>
<td>Little effort put towards the developing of the routine. A lack of caring during the performance of the routine.</td>
<td>A somewhat good effort put into the design of the routine and the practice. Good attempts towards performance.</td>
<td>A good effort put into the design and practice aspects. Good and numerous attempts to complete the routine smoothly.</td>
<td>A great effort and exciting routine design. Several good attempts to complete the routine as smooth and as good as possible.</td>
</tr>
</tbody>
</table>
PICKLE-BALL
PICKLE-BALL UNIT PLAN

Pickleball is a game of shot placement and patience, not brute power or strength

A. General Outcomes

1. Students shall demonstrate a knowledge of Pickle-Ball rules and strategies.
2. Student shall identify the Pickle-Ball court and boundary lines.
3. Students will exhibit an understanding and application of the skills and techniques of all Pickle-Ball shots.
4. Students shall cooperate with their teammates and compete fairly with opposing players.
5. Students will participate in a Pickle-Ball game setting while employing their knowledge of skills, strategies and techniques.
6. Move efficiently and actively during games and drills, which will reflect gains in sports specific fitness, throughout the unit.

B. Daily Unit Plan

DAY 1 -- Resources: Court, Rubric, Rules

1. Student will comprehend what is expected of him/her in this unit and how he/she will be evaluated.
2. Student shall understand and employ the proper grip and stance.
3. Student will be able to identify the Pickle-Ball court and boundary lines.
4. Student will learn the correct technique and strategy of the serve. (Teacher puts 4 players on a court)

The serve must be made with an underhand stroke so that contact with the ball is made below waist level. A definition of underhand: “The arm must be moving in an upward arc and the paddle head shall be below the wrist when it strikes the ball.”
The server must keep **both feet behind the baseline** during the serve with at least one foot on the court surface or ground at the time the ball is struck.” This is a change from the rule where only one foot had to be behind the line.

**Server Position.** The server must keep both feet behind the baseline during the serve with at least one foot on the court surface or ground at the time the ball is struck. The serve must be made while the server’s feet are within the confines of the serving court. These confines lie behind the serving court baseline and on or between the imaginary lines extended from the court centerline and each sideline.

**The 10 Second Rule.** The “10 second rule” applies to both server and receiver, each of whom is allowed up to 10 seconds after the score is called to serve or be ready to receive. It is the server’s responsibility to look and be certain that the receiver is ready to receive serve

a. Serve to partner and partner catches the serve

b. Serve and return- Two bounce rule

5. Student shall make use of their knowledge of the serve to perform it and make it effective.

a. Serve diagonally; Mini games

---

**B.**

**DAY 2 --** Resources: Court, Pickle-Ball and Paddle, Written Rules

1. Student shall demonstrate a reasonable degree of success in all other previously learned skills.

2. Student shall understand Pickle-Ball rules, scoring, and service rotation.

3. Student shall learn the correct technique in the forehand and backhand shots.

**DAY 3--** Resources: Court, Pickle-Ball and Paddle

1. Student shall demonstrate a reasonable degree of success in all other previously learned skills in a game setting.

2. Student will exhibit an understanding of the drop shot, its’ uses, and strategies.
**DAY 4** -- Resources: Court, Pickle-Ball and Paddle

1. Student shall practice and refine skills in all aforementioned areas in a game setting.

2. Student will learn game strategy.

**DAY 5** -- Resources: Court, Pickle-Ball and Paddle

1. Student will continue to increase their skill level for each shot.

2. Student will review game strategy

3. Student will be verbally quizzed on game scoring and court rotation.

4. Student shall employ knowledge and skills in game situation.

**DAY 6 - 10** -- Resources: Court, Pickle-Ball and Paddle, Pickle-Ball written test.

1. Students shall demonstrate skills, strategies, knowledge of rules, cooperation, and team work in a class tournament.

2. Student shall demonstrate knowledge of Pickle-Ball rules and techniques on a written test.
# Pickleball Rubric

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Low Performance</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Exemplary Performance</th>
<th>Earned Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is able to identify and demonstrate the proper serving technique.</td>
<td>1 point Attempts to demonstrate but is unsuccessful at showing proper technique. Ball does not go over the net.</td>
<td>2 points Attempts to demonstrate but is unsuccessful at showing proper technique. Ball does go over the net.</td>
<td>3 points Demonstrates proper serving technique. Needs some work on ball control.</td>
<td>4 points Demonstrates proper serving technique and can consistently hit the ball in the service box.</td>
<td>5 points Demonstrates proper serving technique and can hit the ball on target.</td>
<td></td>
</tr>
<tr>
<td>Identify and demonstrate the correct scoring and service rotation</td>
<td>1 point Student does not have any knowledge of correct scoring nor of the serving rotation.</td>
<td>2 points Student can identify one or two rules of scoring, but does not know the important rules.</td>
<td>3 points Student can identify most of the rules but does have knowledge of both scoring and service rotation.</td>
<td>4 points Student can identify and demonstrate correct scoring and service rotation.</td>
<td>5 points Student enthusiastically identifies and demonstrates correct scoring and service rotation. Helps others.</td>
<td></td>
</tr>
<tr>
<td>Identify and demonstrate the double bounce rule and the no-volley zone</td>
<td>1 point Student does not have any knowledge of either rule.</td>
<td>2 points Student can identify one of the two but cannot explain the rule well.</td>
<td>3 points Student is able to identify both rules and can explain each with few errors.</td>
<td>4 points Student is able to identify both rules and can explain each with no errors.</td>
<td>5 points Student is able to identify both the rules, can explain each in detail, answer questions regarding each rule.</td>
<td></td>
</tr>
<tr>
<td>Play a game of pickleball and accurately demonstrate the proper way to play</td>
<td>1 point Student does not know how to play</td>
<td>2 points Student only knows a few rules and can not hit the ball over the net</td>
<td>3 points Student knows the rules and can hit the ball over the net, but inconsistently</td>
<td>4 points Student knows the rules and can properly play a game of pickleball</td>
<td>5 points Student knows the rules and enthusiastically plays a game of pickleball. Uses sportsmanship</td>
<td></td>
</tr>
<tr>
<td>Teamwork and Safety</td>
<td>1 point Demonstrates no level of teamwork and safety</td>
<td>2 points Demonstrates low level of teamwork and safety</td>
<td>3 points Demonstrates medium level of teamwork and safety</td>
<td>4 points Demonstrates standard level of teamwork and safety</td>
<td>5 points Demonstrates advanced level of teamwork and safety</td>
<td>Score:</td>
</tr>
</tbody>
</table>
Net Games provide opportunities to help practice and work on several fitness components. Look at the examples listed below:

**Agility**: Changing direction quickly while maintaining balance when a shot has been redirected

**Muscular Strength**: Serving a ball

**Eye-Hand Coordination**: Using a racket to hit a ball

**Spatial Awareness**: Knowing where you are in relationship to the net, court lines and teammate

**Reaction Time**: Observing and then moving quickly in response to where and at what speed a ball has been hit

**Speed**: Moving fast to get into position to hit a ball

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**F.I.T.T. Principle & Pickleball**
Pickleball is a good activity to use when trying to improve skill related fitness. Here’s how a person can apply the F.I.T.T. Principle to a training program for maintenance or improvement of some fitness components.

**Frequency** = 3 to 4 days per week

**Intensity** = 125+ BPM

**Time** = 3 to 4 days per week

**Type** = Pickleball
Floor Markings

What is important about each of these markings?

**Serving Zone:** Players who are serving must start in this zone but may take one step forward as they are serving.

**Doubles’ Sideline:** Out-of-bounds line during game play.

**Singles’ Sideline:** Out-of-bounds line on serves and when playing singles.

**Non-Volley Zone:** Players may not hit a ball ‘on the fly’ while standing in this area.

**Center Line:** Center out-of-bounds line for a serve.

**Doubles’ Sideline**
**Singles’ Sideline**

**Serving Zone**
**Non-Volley Zone**

Center Line
**Pickle-Ball**

When playing Pickle-Ball the serve must be hit underhand and each team must play their first shot off the bounce. After the ball has bounced once on each side then both teams can either volley the ball in the air or play it off the bounce. This eliminates the serve and volley advantage and prolongs the rallies. To volley a ball means to hit it in the air without first letting it bounce.

No volleying is permitted within the seven foot non-volley zone, preventing players from executing smashes from a position within the seven foot zone on both sides of the net. This promotes the drop volley or "dink" shot playing strategies, as Pickle-Ball is a game of shot placement and patience, not brute power or strength. *Both players on the serving team are allowed to serve, and a team shall score points only when serving. A game is played to eleven points and a team must win by two points.* Points are lost by hitting the ball out of bounds, hitting the net, stepping into the non-volley zone and volleying the ball, or by volleying the ball before the ball has bounced once on each side of the net. Player positioning on the court for both singles and doubles and playing strategies are found in the rules and video tape that are included in your # 103 Portable Tournament Set.

**The Serve:**

*Players must keep one foot behind the back line when serving. The serve is made underhand. The paddle must pass below the waist.* The serve is made diagonally crosscourt and must clear the non-volley zone. Only one serve attempt is allowed, except in the event of a let (the ball touches the net on the serve, and lands on the proper service court). Then, the serve may be taken over. At the start of each new game, the 1st serving team is allowed only one fault before giving up the ball to the opponents. Thereafter both members of each team will serve and fault before the ball is turned over to the opposing team. When the receiving team wins the serve, the player in the right hand court will always start play.

**The Volley:**

To volley a ball means to hit it in the air without first letting it bounce. All volleying must be done with the player's feet behind the non-volley zone line. A fault will be declared if in the act of volleying the ball, a player, or any article of clothing (e.g., jewelry, tissues, hair clip, etc.) or any part of the paddle, enters into (touches) the non-volley zone or touches any non-volley zone line. For example, a fault will be declared if in the act of volleying the ball, one of your feet touches a non-volley zone line.

**Double Bounce Rule:**

Each team must play their first shot off the bounce. That is, the first receiving team must let the served ball bounce, and the serving team must let the return of serve bounce before playing it. After the two bounces have occurred, the ball can be either volleyed or played off the bounce.

**Faults:**

- Hitting the ball out of bounds
- Not clearing the net
- Stepping into the non-volley zone and volleying the ball
The Court: The court dimensions are identical to a doubles badminton court. The court dimensions are 20' x 44' for both doubles and singles. The net is hung 36'' on each end of the net and 34'' in the middle. A non-volley zone extends 7' on each side of the net.

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OFFICIAL USAPA SCORESHEET

PLAYER(S):__________________________

EVENT: ____________________________ REFEREE: __________________________

<table>
<thead>
<tr>
<th>Serve</th>
<th>Time Outs</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>1</td>
<td>1 2 3</td>
</tr>
<tr>
<td>S</td>
<td>1</td>
<td>1 2 3</td>
</tr>
<tr>
<td>S</td>
<td>1</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

Games to 21 switch sides at 11. Games to 15 switch sides at 8. Games to 11 switch sides at 6.
PLAYING AREA:

- Tennis court, badminton doubles/singles court, blacktop area or driveway.
- Net height is 36".
- Center line divides court into right and left service courts. (Right and left are determined by facing the net)
- The non-volley zone extends 6' out from and parallel to the net. The non-volley line separates the non-volley zone from the service courts.

PLAYERS:

- 2 players for the singles game
- 4 players for the doubles game
- "Cut-throat" is a game where 2 players play against 1

SERVE:

- A serve is made underhand with both foot behind back line.
- A server must hit the ball in the air on the serve, may not bounce it and then hit it.
- A serve is made diagonally cross-court
- A serve must clear the non-volley area.
- Only one serve attempt is allowed unless the ball touches the net on the serve and lands in the proper service court. When this occurs a "re-serve" occurs.
- At the start of each new game, the first serving team is allowed only one fault before giving the ball up to their opponents. Thereafter, both members of each team will serve and fault before the serve is turned over to the opposing team.
- When the receiving team wins the serve, the player in the right court always serve first.

VOLLEY:

- **Volley** means to hit the ball in the air without first letting it bounce.
- All volleying must be done with both of the player's feet behind the non-volley zone line.
- It is a **fault** if the player steps over the line on his volley follow through.
**DOUBLE BOUNCE RULE:**

- Each team must play their first shot off the bounce.
- The receiving team must let the serve bounce, and the serving team must let the first returned ball bounce before playing it.
- After both teams have allowed the ball to bounce once on their side of the court, the ball can then be played with either a volley or off the bounce.

**SCORING:**

- A game is played to 11 points.
- A team must win by 2 points.
- Each score equals 1 point.
- A team can score only when serving.
- A player serving shall continue to serve until his/her team makes a fault.

**DOUBLES PLAY:**

- The player in the right hand court serves diagonally across to receiver in the opposite right-hand court.
- Only the player in the diagonal court may return the serve.
- All rules of serving and the double bounce rule apply.
- If the receiving team makes a fault, the serving team scores a point. When the serving team wins a point, its players switch courts and the same player will continue to serve. The next serve is made from the left service court into the opposite left service court.
- When the service team makes its first fault, players stay in their same court and their partner then serves.
- When the service team makes its second fault, players stay in the same courts. The ball is now given to the other team, with the player on the right serving first.
- Players’ switch courts only after scoring a point.

**SINGLES PLAY:**

All rules apply with the following exceptions:

- When serving in singles, each player serves from the right service court when his/her score is an even number, and from the left service court when his/her score is an odd number.
- Only one fault is given to each team. After one fault the ball goes to your opponent.

**FAULTS:**

- Hitting the ball out-of-bounds.
- Not clearing the net.
- Stepping into the non-volley zone and volleying the ball.
• Volleying the ball before it has bounced once on each side of the net (Double Bounce Rule).
• In doubles, the player who is supposed to receive the serve in the diagonal court does not return the serve.

**GENERAL TIPS & STRATEGY:**

• Both members of the serving team should be back near the baseline at the time of serve so that neither will forget to let the first returned ball bounce before playing it.
• A ball landing on any line is good.
• The player who starts the game in the right hand court (score "0") will always be in the right hand court when his/her team’s score is 2, 4, 6, 8 or 10.
• The hand holding the paddle is considered part of the paddle and shots off this hand are legal.
• **Lobbing** the ball over the opponent's head is a very effective strategy.
• **Volleying** the ball (playing it out of the air) is an aggressive strategy to force your opponent into making mistakes.
• Hitting the ball to your opponents **backhand** (a possible area of weakness) may be an effective way to win points.
## Performance Assessment - Pickleball

<table>
<thead>
<tr>
<th></th>
<th>Offensive strategy of court movement</th>
<th>Defensive court coverage</th>
<th>Variety of strokes</th>
<th>Applies rules to game situations</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Moves opponent around entire court</td>
<td>Covers entire court</td>
<td>Effectively uses all strokes: drop, smash, cut, backhand, serve</td>
<td>Always</td>
</tr>
<tr>
<td>3</td>
<td>Often moves opponent</td>
<td>Often moves to cover</td>
<td>Uses 3 of the above strokes effectively</td>
<td>Usually</td>
</tr>
<tr>
<td>2</td>
<td>Sometimes moves opponent</td>
<td>Sometimes moves to cover</td>
<td>Sometimes shows stroke variety</td>
<td>Sometimes</td>
</tr>
<tr>
<td>1</td>
<td>Does not move opponent</td>
<td>Does not cover</td>
<td>No stroke variety</td>
<td>Seldom</td>
</tr>
</tbody>
</table>

A - 14 - 16 points
B - 10 - 13 points
C - 6 - 9 points
D – 5 points
F - <5 points
### Standard 2.1 Wellness
All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.

**Big Idea:** Taking responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active lifestyle.

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Enduring Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strand A. Personal Health</strong></td>
<td></td>
</tr>
<tr>
<td>☐ What are the consequences (especially unforeseen) of our choices in terms of wellness?</td>
<td>☐ Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.</td>
</tr>
<tr>
<td><strong>Strand B. Growth and Development</strong></td>
<td></td>
</tr>
<tr>
<td>☐ What causes optimal growth and development?</td>
<td>☐ An individual’s health at different life stages is dependent on heredity, environmental factors and lifestyle choices.</td>
</tr>
<tr>
<td><strong>Strand C. Nutrition</strong></td>
<td></td>
</tr>
<tr>
<td>☐ What makes a food healthy?</td>
<td>☐ There are many short and long term health benefits and risks associated with nutritional choices.</td>
</tr>
<tr>
<td>☐ How do you determine appropriate portion sizes?</td>
<td></td>
</tr>
<tr>
<td><strong>Strand D. Diseases and Health Conditions</strong></td>
<td></td>
</tr>
<tr>
<td>☐ To what extent can we keep ourselves disease free?</td>
<td>☐ Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.</td>
</tr>
<tr>
<td><strong>Strand E. Safety</strong></td>
<td></td>
</tr>
<tr>
<td>☐ What is the difference between healthy and unhealthy risks?</td>
<td>☐ Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.</td>
</tr>
<tr>
<td>☐ Why do we sometimes take risks that can cause harm to ourselves or others?</td>
<td></td>
</tr>
<tr>
<td><strong>Strand F. Social and Emotional Health</strong></td>
<td></td>
</tr>
<tr>
<td>☐ How can you learn to like yourself and others?</td>
<td>☐ Developing self esteem, resiliency, tolerance and coping skills support social and emotional health</td>
</tr>
</tbody>
</table>

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

**Big Idea:** The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.

<table>
<thead>
<tr>
<th>Essential Questions</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Strand A. Communication</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td>How do you know whether or not health information is accurate?</td>
<td></td>
</tr>
<tr>
<td>How do I learn to stand for and communicate my beliefs to others without alienating them?</td>
<td></td>
</tr>
<tr>
<td>Making good health decisions requires the ability to access and evaluate reliable resources.</td>
<td></td>
</tr>
<tr>
<td>Effective communication skills enhance a person’s ability to express and defend their beliefs.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strand B. Decision Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why might educated people make poor health decisions?</td>
</tr>
<tr>
<td>How do I overcome negative influences when making decisions about my personal health?</td>
</tr>
<tr>
<td>Decision-making can be affected by a variety of influences that may not be in a person’s best interest.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strand C. Planning and Goal Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to achieve lifetime wellness, what should I plan for and what should I just let happen?</td>
</tr>
<tr>
<td>Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strand D. Character Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>How are character and health related? What aspects of our character can be changed?</td>
</tr>
<tr>
<td>To what extent do outside influences shape values?</td>
</tr>
<tr>
<td>Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.</td>
</tr>
<tr>
<td>Character is who you are when no one is looking.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strand E. Leadership, Advocacy and Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can you inspire others to address health issues?</td>
</tr>
<tr>
<td>Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strand F. Health Services and Careers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where do I go to access information about good health and fitness services?</td>
</tr>
<tr>
<td>There are numerous health and fitness programs available that provide a variety of services. Not all are created equal.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 2.3 Drugs and Medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.</td>
</tr>
<tr>
<td><strong>Big Idea:</strong> Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Questions</th>
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</tr>
</thead>
<tbody>
<tr>
<td>How do I determine whether or not a medication will be effective?</td>
<td></td>
</tr>
<tr>
<td>Medicines must be used correctly in order to be safe and have the maximum benefit.</td>
<td></td>
</tr>
<tr>
<td>Strand B. Alcohol, Tobacco and Other Drugs</td>
<td>Strand C. Dependency/Addiction and Treatment</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>⚫ Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?</td>
<td>⚫ Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.</td>
</tr>
<tr>
<td>⚫ How do I make the “right” decisions in the face of peer, media and other pressures?</td>
<td>⚫ There are common indicators, stages and influencing factors of chemical dependency.</td>
</tr>
</tbody>
</table>

**Standard 2.4 Human Relationships and Sexuality**

All students will learn the physical, social, and emotional aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

**Big Idea:** Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living.

**Essential Questions** | **Enduring Understandings**
---|---
Strand A. Relationships | ⚫ Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships.  ⚫ Reliable personal and professional resources are available to assist with relationship problems.  ⚫ Technological advances continue to provide increased opportunities to develop relationships anytime and any place with a worldwide audience. |
  ⚫ How do we learn to understand and respect diversity in relationships?  ⚫ How do we know when a relationship is not worth saving?  |
Strand B. Sexuality | ⚫ External pressures and opportunities that present themselves may influence a person to become sexually active.  ⚫ Learning about sexuality and discussing sexual issues is critical for sexual health, but is a sensitive and challenging process.  ⚫ There are many additional challenges that confront those who are not heterosexual. |
  ⚫ How do you know when the time is right for you to become sexually active  ⚫ Why does the United States have such a high incidence of unintended pregnancies and sexually transmitted infections?  ⚫ What determines a person’s sexual orientation?  |
Strand C. Pregnancy and Childbirth | ⚫ Raising a child requires physical, economic, emotional, social and intellectual commitment.  ⚫ Prenatal care has a direct impact on the delivery and long-term health of the child. |
  ⚫ How do you know when you are ready to have a child?  |
**Standard 2.5 Motor Skills Development**
All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.

**Big Idea:** Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Strand A. Movement Skills</strong></td>
<td></td>
</tr>
<tr>
<td>✤ How does effective and appropriate movement affect wellness?</td>
<td>✤ Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.</td>
</tr>
<tr>
<td><strong>Strand B. Movement Concepts</strong></td>
<td></td>
</tr>
<tr>
<td>✤ Why do I have to understand concepts of movement when I can already perform the movement?</td>
<td>✤ Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.</td>
</tr>
<tr>
<td><strong>Strand C. Strategy</strong></td>
<td></td>
</tr>
<tr>
<td>✤ To what extent does strategy influence performance in competitive games and activities?</td>
<td>✤ Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.</td>
</tr>
<tr>
<td><strong>Strand D. Sportsmanship, Rules and Safety</strong></td>
<td></td>
</tr>
<tr>
<td>✤ Why do I have to show good sportsmanship and follow the rules when others do not?</td>
<td>✤ In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines.</td>
</tr>
<tr>
<td><strong>Strand E. Sports Psychology</strong></td>
<td></td>
</tr>
<tr>
<td>✤ How can I become more mentally prepared for competition and sports performance?</td>
<td>✤ Sport psychology techniques prepare athletes to compete at the optimum level.</td>
</tr>
</tbody>
</table>

**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.

**Big Idea:** Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

<table>
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</thead>
<tbody>
<tr>
<td><strong>Strand A. Fitness and Physical Activity</strong></td>
<td></td>
</tr>
<tr>
<td>✤ What is the minimum amount of exercise I can do to stay physically fit?</td>
<td>✤ Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.</td>
</tr>
<tr>
<td></td>
<td>✤ Physical fitness is the ability of your whole body to work</td>
</tr>
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</table>
together efficiently to be able to do the most work with least amount of effort.

<table>
<thead>
<tr>
<th>Strand B. Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do I develop an appropriate personal fitness program and find the motivation to commit to it?</td>
</tr>
<tr>
<td>Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strand C. Achieving and Assessing Fitness</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you realize age-appropriate fitness?</td>
</tr>
<tr>
<td>Achieving and maintaining fitness requires age-appropriate intensity, duration and frequency of exercise.</td>
</tr>
<tr>
<td>Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.</td>
</tr>
</tbody>
</table>
### Terms and Definitions

#### DIFFERENT KINDS OF FAMILIES

Different kinds of families refers to the many family structures represented in classrooms and in society today, including, but not limited to: A traditional two-parent (i.e., mother and father) families, blended families, single-parent families, multi-racial families, multi-generational families, and same-sex-parent families.

#### ESSENTIAL ELEMENTS OF MOVEMENT SKILLS

Essential elements of movement means the knowledge and demonstration of mechanically correct technique when executing a movement skill.

**FITT**

FITT stands for the basic philosophy of what is necessary to gain a training effect from an exercise program.

The FITT acronym represents:

1. **Frequency** - How often a person exercises
2. **Intensity** - How hard a person exercises
3. **Time** - How long a person exercises
4. **Type** - What type of activity a person does when exercising

#### HEALTH-RELATED FITNESS

Health-related fitness incorporates the five major components of fitness related to improved health:

1. **Cardio-respiratory endurance** is the ability of the blood vessels, heart, and lungs to take in, transport, and utilize oxygen. This is a critically important component of fitness because it impacts other components of fitness and decreases the risk of cardiovascular diseases.
2. **Muscular strength** is the maximum amount of force a muscle or muscle group can exert.
3. **Muscular endurance** is the length of time a muscle or muscle group can exert force prior to fatigue.
4. **Flexibility** refers to the range of motion in the joints.
5. **Body composition** shows the amount of fat versus lean mass (bone, muscle, connective tissue, and fluids). While some fat is essential for insulation and providing energy, too much fat can cause serious health problems.

#### HPV

Human papillomavirus (HPV) is a common virus that infects the skin and mucous membranes. There are about 100 types of HPV, and approximately 30 of those are spread through genital contact (typically sexual intercourse). Around 12 types - called “low-risk” types of HPV - can cause genital warts. In addition, there are approximately 15 “high-risk” types of HPV that can cause cervical cancer. Infection with the common types of “genital” HPV can be prevented with the HPV vaccine. However, vaccination is only fully effective if administered before a girl or young woman has been exposed to those types of HPV through sexual contact. In addition, the vaccine does not protect against all types of HPV that can cause cervical cancer.

#### INTENTIONAL AND UNINTENTIONAL INJURIES

**Intentional injuries** are injuries arising from purposeful action (e.g., violence and suicide).

**Unintentional injuries** are injuries arising from unintentional events (e.g., motor vehicle crashes and fires).
### MOVEMENT SKILLS

**Movement skills** encompass locomotor, nonlocomotor, and manipulative movement:

1. **Locomotor movement** occurs when an individual moves from one place to another or projects the body upward (e.g., walking, jumping, skipping, galloping, hopping, jumping, sliding, running).

2. **Nonlocomotor movement** occurs when an individual moves in self-space without appreciable movement from place to place (e.g., twisting, bending, stretching, curling).

3. **Manipulative movement** occurs when an individual controls a variety of objects with different body parts (e.g., throwing, catching, kicking, striking, dribbling).

### PERSONAL ASSETS

**Personal assets** refer to individual strengths and weaknesses regarding personal growth.

### PROTECTIVE FACTORS

**Protective factors** refer to the skills, strengths, and resources that help individuals deal more effectively with stressful situations.

### RESILIENCY

**Resiliency** is the ability to overcome the negative effects of risk exposure.

### SERVICE PROJECTS

**Service projects** are initiatives that represent relevant social and civic needs.

### SKILL-RELATED FITNESS

**Skill-related fitness** refers to components of physical fitness that contribute to the ability to successfully participate in sports:

1. **Agility** is the ability to rapidly and accurately change the direction of the whole body while moving in space.

2. **Balance** is the ability to maintain equilibrium while stationary or moving.

3. **Coordination** is the ability to use the senses and body parts in order to perform motor tasks smoothly and accurately.

4. **Power** is the amount of force a muscle can exert over time.

5. **Reaction time** is the ability to respond quickly to stimuli.

6. **Speed** is the amount of time it takes the body to perform specific tasks while moving.

### STIS

**Sexually transmitted infection (STI),** also known as sexually transmitted disease (STD), is an illness that has a significant probability of transmission between humans or animals by means of sexual contact, including vaginal intercourse, oral sex, and anal sex.

### TRAFFIC SAFETY SYSTEM

**Traffic safety system** refers to the concept of traffic (moving people safely and efficiently), the specific components of the traffic safety system (e.g., laws, safety, signs, travel modes, routes, and responsibilities), and the people who are part of the traffic safety system (e.g., walkers, bicyclists, police, and automobile, bus, and train operators).