

WALL INTERMEDIATE SCHOOL HEALTH & PHYSICAL EDUCATION OVERVIEW

DEPARTMENT PHILOSOPHY

Physical and Health Education is an integral part of educating the complete individual. It is the objective of the physical education department to provide students with opportunities to develop an optimal level of physical fitness through the use of psychomotor development activities, cardiovascular endurance training, flexibility exercises, strength training, safety, and wellness education. The emphasis in all activities is an awareness of the importance of daily exercise, social skills, sportsmanship, and the enjoyment of physical activity throughout a lifetime. It is our mission to empower all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive and fulfilling life.

COURSE DESCRIPTION

The students will follow a rotation of attending Health for approximately 15 days followed by approximately 45 days of Physical Education. This ratio will allow the students to complete $\frac{1}{4}$ year of Health and $\frac{3}{4}$ year of Physical Education by the end of the school year.

The student's developmental skill, strengths, coordination, and game sense are expected to become more refined and better developed with each completed grade level. To meet these goals, our department offers to all students a broad program, which includes developmental, individual, and team activities. These activities are aimed at forming a basic and strong foundation for more advanced activities at the secondary level. The health education program is designed to teach the students basic life skills and to teach how these skills affect their everyday lives. It is aimed at helping them to understand how physical, mental and social growth relates to wellness. The curriculum is aligned with the Core Curriculum Content Standards.

DRESS CODE

Dressing out on a daily basis is a requirement of physical education to enable participation for the enhancement of motor skills and for the purpose of hygiene and safety. If the student has inappropriate clothes to safely participate in the day's activity, he/she is NOT eligible to participate. Physical Education clothes must be something other than the clothes the student has worn to school. A complete change from school clothes is required. It is a part of every student's homework to remember their: t-shirt, shorts, athletic shoes (that do not mark the floor), and socks. A student who comes to class without proper shoes will not be allowed to participate. Shorts not purchased from the school must be a solid red or blue color. Shirts not purchased from the school must be a solid gray, or white.

1. Clothes that do not fit properly (sagging) and deemed a safety hazard will exclude the student from participation.
2. Students are expected to wear their entire gym suit for class. Students not completely dressed in appropriate attire will not be allowed to participate at all during the class period.
3. Shorts and shirt are not to be worn over school clothes.
4. Jewelry is not allowed. Including but not limited to bracelets, rings, earrings, necklaces, and anklets.

For a recent piercing, the parent must provide written documentation stating how long the student is to wear the piercing. The student is then responsible for bringing tape or

- adhesive bandage to wear over the piercing each day for the period of time stated. Watches may be worn only during individual activities that dictate a need for such (i.e. aerobics to check pulse) to ensure that no other students are at risk of injury.
5. It is highly recommended that all attire is labeled with your identification.
 6. Classes may be held outdoors in the fall and spring. Students will be expected to dress for the weather since class activities may not be able to change due to cold or windy weather. Be prepared daily with a sweatshirt and/or sweatpants. These are to be worn over the gym suit, not in place of it. Jackets, jeans, etc., are not permitted in place of a sweatshirt or sweatpants.
 7. Long hair that may cause a hazard will be required to be tied back.
 8. Physical Education clothes should be taken home and washed at the end of each week for hygiene purposes. Deodorant/body spray is recommended but may not be in aerosol or glass containers as they are not permitted in the locker room. .

RULES & POLICIES

LOCKER ROOM

1. Teachers will NOT be responsible for valuables, and the Physical Education office will not be used as storage. One of the biggest problems every year is the loss of valuables because of student failure to lock lockers. It is YOUR RESPONSIBILITY to make sure your belongings are securely locked at all times during class. Valuables (watches, jewelry, wallets, purses, etc.) may be left in the school hall lockers as an option to bringing them into the locker room. Anyone caught stealing or engaging in other illegal action in the locker rooms will be referred to School Administration and a police report may be filed.
2. Once you have been assigned a locker by your teacher, you may not change it for any reason. Also, sharing of lockers is prohibited.
3. No clothing should be left on benches during class.
4. Students should bring their own grooming needs in plastic containers. No glass or aerosol containers are allowed in gym or locker room at any time. Locker mirrors are NOT allowed for safety reasons..
5. Students will be given five minutes after the tardy bell rings and five minutes at the end of class to change clothes.
6. You will be required to purchase a school issued lock for \$5. This lock will become your personal property and can be used throughout your career at both the intermediate and high school. Private locks are not permitted and will be cut off without monetary refund.
7. For safety reasons, no gum chewing is allowed in class and no food, candy, or drink is to be consumed in the gym or locker room areas.
8. Leave the locker room as soon as you are dressed.
9. All Physical Education students shall remain in the designated Physical Education area until dismissal at the end of the period. Any student outside of the designated Physical Education area will be in violation of classroom rules and disciplinary action will be taken.
10. All lockers must be empty by the last full school day of the year. Items found in the locker room and/or left in gymnasium will be placed in the lost and found bin. Unclaimed items will be donated to charity at the end of each marking period.
11. All items must be placed in the Physical Education locker. If the item in question will not fit into the locker do not bring it into the locker room. The Physical Education office will not be used as storage.

GENERAL

1. Students being picked up from school during class can not be released from class until the end of the period due to lack of locker room supervision during the middle of class.
2. Students are provided time to use the rest room facility while changing in the locker room. Therefore, only emergency situations will allow this convenience during class in which case the hall bathrooms will be used.
3. Immediately report all injuries or emergencies to a teacher so the proper action can be taken.
4. Offices and equipment room are off limits except by permission of the instructor. Disciplinary action will be taken against anyone in those areas without permission. Once class has started, students will not be allowed to enter locker room during class period.
5. When going to and from the athletic fields walk only in designated areas. Do not jump any obstacles, barriers or fences.
6. Students are not to be in the gym or locker room areas when not scheduled in a Physical Education class.
7. Do not use the gym as passageways to the locker room. Students are to enter the locker room only from the hallway.
8. Any defective equipment should be reported to your teacher.
9. If a student misuses or deliberately damages equipment or facilities, he/she may be required to pay for the repair and/or replacement.
10. No one is to use any Physical Education equipment without a Physical Education instructor's permission at any time.
11. Study guides will be posted on the internet for students. Written tests will be administered as needed to measure a student's knowledge of the history, rules, terms, and play for that sport. Any information listed on the study guide may be used on the test.
12. Even though this is a participation class, there may be homework which must be turned in on the due date.
13. Do not climb or sit on bleachers unless they are fully extended with hand rails in place.

ABSENTEE POLICY

Students that are absent or excused from class for any reason will be required to make-up work missed. This should take approximately the same time as the time missed from class, but no longer than ten school days from time of absence. All make-up work must be completed by the end of the marking period or an incomplete grade will be issued.

EXTENDED ABSENCES

Any student who is medically excused, from the Physical Education component only, will be placed in a study hall setting and will not be required to complete Physical Education requirements for that marking period. These students are required to bring in documentation from a physician that will be reviewed by the school nurse. If the note states that the student is excused until further notice then that will be interpreted as 30 days. Additionally, students will be required to submit documentation stating clearance from a physician to return to physical activity when this is the case.

When medically excused, students will receive a **MX** designation in place of their marking period grade on their report card if they did not have health during that marking period, and will not be penalized with respect to their Physical Education requirements. If a student misses a portion of Physical Education during a given marking period, their grade will be based only on materials covered while they were present.

If Health was taught and the student was excused from Physical Education the marking period grade will consist entirely of the Health component.

PARENT/DAILY MEDICAL EXCUSES

If a note signed by a parent/guardian is brought from home, a student may be excused from Physical Education participation for medical reasons. This note allows non-participation for up to two consecutive days. If the number of non-participation days requested exceeds two days, a note from a physician is required and must be submitted to the Physical Education Teacher at the beginning of class. Students not participating will still change into gym clothes, attend class and will be responsible for all class materials and assignments. Students medically excused will dress for class unless medical conditions dictate otherwise.

TEACHING STRATEGIES

- Small group work
- Demonstrations
- Drill work
- Mini-lessons; cooperative learning, projects, current events, guest speakers, role play, journal, research, technology.

GRADING POLICY

Physical Education Participation 30%

- Students will start marking period with 100 points and each day the student chooses not to participate for the entire period eight points will be deducted. If a student chooses not to participate for any portion of the period then a four point deduction will occur.
- Students that are in school, but not prepared for gym will also receive an eight point deduction in the participation category. These eight point deductions may not be made-up.
- Students that are in violation of Physical Education policies will receive a four point deduction in this category for each infraction.

Physical Education Preparation 30%

- Students will start marking period with 100 points and each day the student is unprepared and not participating eight points will be deducted. These eight point deductions may not be made-up. If a student is unprepared but the situation can be remedied such that the student is able to participate (i.e. remove jewelry) then a four point deduction will occur.

Activity/Participation/Engagement/Growth 20%

- Written Quizzes testing knowledge of rules, skills, and game play for current unit or subject being taught in the current health rotation.
- Skills Grades testing ability to execute skill properly and/or following directions to improve skills during current unit.
Homework and Class work that may be assigned during both physical education and health rotations

Sportsmanship/ Teamwork 20%

- Life skills displayed such as Teamwork, Sportsmanship, and Effort during physical education activities or group activities during the current health rotation.
- Students are expected to adhere to school, class activity and team/group rules during physical education and health class

COURSE TEXT

- Bronson, Mary, et.al. Teen Health Course 1,2,3. New York: Glencoe/ McGraw Hill, 2005.

PHYSICAL EDUCATION OBJECTIVES (as correlated to the NJ Core Curriculum Content Standards)

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

1. Motor skill development – All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
 - a. Movement Skills
 - i. Demonstrate mechanically correct form and control when using and combining movement skills in applied settings.
 - ii. Demonstrate how equilibrium, rotation, and range of motion impact performance
 - iii. Apply the impact of various applications of force and motion during physical activity.
 - iv. Perform and assess the quality of movement flow in response to dynamic, interactive environments.
 - v. Compare and contrast the use of movement skills across various forms of physical activity and transfer a movement skill from one activity to another.
 - vi. Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.
 - vii. Create and perform movement activities that combine movement skills into smooth flowing sequences (e.g., gymnastic routine, interpretative dance, tai chi).
 - b. Movement Concepts
 - i. Describe how equilibrium, rotation, and range of motion impact performance.
 - ii. Analyze the application of balance and counterbalance when performing or observing movement skills.
 - iii. Compare and contrast the use of space and flow in physical activities.
 - iv. Summarize how movement can be made more interesting, creative, or effective.
 - v. Discuss the stages of movement skill development and the importance of practice.
 - vi. Describe the influence of history and culture on games, sports, and dance.
 - c. Strategy
 - i. Compare and contrast offensive, defensive, and cooperative strategies and use them effectively in applied settings.
 - d. Sportsmanship, Rules, and Safety
 - i. Analyze participant and observer behaviors for evidence of good sportsmanship.
 - ii. Employ general and activity-specific rules and analyze their impact on participation.
 - e. Sport Psychology
 - i. Use specific strategies, including visualization and positive self-talk, to prepare for physical activity and assess their effectiveness.
2. Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
 - a. Fitness and Physical Activity
 - i. Summarize the potential short and long-term physical, social, and emotional benefits of regular physical activity.
 - ii. Differentiate how body systems adapt to acute exercise vs. regular exercise over a period of time.
 - iii. Predict how factors such as health status, interests, environmental conditions, and available time impact personal fitness.
 - iv. Analyze the positive and negative impacts of technological advances on exercise, health, and fitness.
 - v. Describe ways to achieve a healthy body composition through healthy eating and physical activity.

- vi. Distinguish between facts and fallacies regarding the marketing of fitness products, services, and information.
- b. Training
 - i. Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional.
 - ii. Apply training principles to establish a progression of activity that will improve each component of fitness.
 - iii. Describe and demonstrate various training methods, including isotonic, isometric, interval, and circuit methods.
 - iv. Investigate the physical, behavioral, legal, and competitive consequences of the use of anabolic steroids and other performance enhancing substances.
- c. Achieving and Assessing Fitness
 - i. Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.
 - ii. Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate.
 - iii. Monitor physiological responses before, during and after exercise and compare changes.
 - iv. Use health data and information from internal and external sources, to develop a personal fitness plan and use technology to evaluate the implementation and outcomes of the plan.
 - v. Demonstrate age and gender-specific progress towards improving each component of fitness.

HEALTH OBJECTIVES (as correlated to the NJ Core Curriculum Content Standards)

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

- 1. Wellness – All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.**
 - a. Personal Health**
 - i. Describe the appropriate selection and use of healthcare and personal hygiene products.**
 - ii. Evaluate the impact of health behaviors and choices on personal and family wellness.**
 - iii. Interpret health data to make predictions about wellness.**
 - iv. Investigate how technology and medical advances impact wellness.**
 - b. Growth and Development**
 - i. Discuss how body systems are interdependent and interrelated.**
 - ii. Investigate the physical, social, emotional, and intellectual changes that occur at each life stage and how those changes impact wellness.**
 - iii. Discuss how heredity, physiological changes, environmental influences, and varying social experiences contribute to an individual’s uniqueness.**
 - c. Nutrition**
 - i. Analyze how culture, health status, age, and eating environment influence personal eating patterns and discuss ways to improve nutritional balance.**
 - ii. Describe healthy ways to lose, gain, or maintain weight.**
 - iii. Describe the impact of nutrients on the functioning of human body systems.**
 - iv. Analyze how healthy eating patterns throughout life can reduce the risk of heart disease and high cholesterol, cancer, osteoporosis, and other health conditions.**
 - d. Diseases and Health Conditions**
 - i. Investigate current and emerging methods to diagnose and treat diseases and health conditions.**

- ii. Classify diseases and health conditions as communicable, noncommunicable, acute, chronic, or inherited.
 - iii. Compare and contrast diseases and health conditions, including hepatitis, STDs, HIV/AIDS, breast cancer, and testicular cancer.
 - iv. Analyze local and state public health efforts to prevent and control diseases and health conditions.
 - v. Investigate various forms of mental illness including impulse disorders such as gambling or shopping, depression, eating disorders, and bipolar disorders.
 - e. Safety
 - i. Assess situations in the home, school, and community for perceived vs. actual risk of injuries.
 - ii. Investigate the short- and long-term impacts of injuries on the individual, the family and the community.
 - iii. Describe and demonstrate first aid procedures including, situation and victim assessment, Basic Life Support, and the care of bleeding and wounds, burns, fractures, shock, and poisoning.
 - iv. Discuss the short- and long-term physical, social, and emotional impacts of all forms of abuse.
 - v. Describe and demonstrate strategies to increase personal safety while in public places and discuss what to do if one's safety is compromised.
 - f. Social and Emotional Health
 - i. Analyze how personal assets, resiliency, and protective factors support healthy social and emotional development.
 - ii. Discuss the developmental tasks of adolescence, including the development of mature relationships, gender identification, a healthy body image, emotional independence, and life skills.
 - iii. Investigate factors and choices that contribute to the incidence of conflict, harassment, bullying, vandalism, and violence and demonstrate strategies to deal with each.
 - iv. Analyze the effectiveness of home, school, and community efforts to prevent conflict, harassment, vandalism, and violence. Debate the consequences of conflict and violence on the individual, the family, and the community.
 - v. Describe situations that may produce stress, describe the body's responses to stress, and demonstrate healthy ways to manage stress.
 - vi. Analyze how culture influences the ways families and groups cope with crisis and change.
- 2. Integrated skills – All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.
 - d. Communication
 - i. Analyze health ideas, opinions, and issues from a variety of valid and reliable health sources.
 - ii. Present health information using a multimedia approach, adapting the wording and delivery method for various topics and audiences.
 - iii. Assess the use of refusal, negotiation, and assertiveness skills and recommend strategies for improvement.
 - iv. Assess the use of active and reflective listening.
 - v. Analyze the economic and political purposes and impacts of health messages found in the media.
 - e. Decision Making
 - i. Demonstrate and assess the use of decision-making skills in health and safety situations.

- ii. Compare and contrast the influence of peers, family, the media, and past experiences on the use of decision-making skills and predict how these influences may change or conflict as one ages.
 - iii. Predict social situations and conditions that may require adolescents and young adults to use decision making skills.
 - iv. Discuss how ethical decision making requires careful thought and action.
 - v. Critique significant health decisions and discuss how the outcome(s) might have changed if the appropriate communication and decision-making skills had been employed.
 - f. Planning and Goal Setting
 - i. Analyze factors that support or hinder the achievement of personal health goals.
 - g. Character Development
 - i. Analyze how character development can be enhanced and supported by individual, group, and team activities.
 - ii. Compare and contrast the characteristics of various role models and the core ethical values they represent.
 - iii. Explain how community and public service supports the development of core ethical values.
 - iv. Analyze personal and group adherence to student codes of conduct.
 - h. Leadership, Advocacy, and Service
 - i. Demonstrate the ability to function effectively in both leadership and supportive roles.
 - ii. Discuss motivational techniques used to improve personal and group achievement and develop rewards and sanctions for group accomplishments.
 - iii. Develop and articulate a group's goals, shared values, and vision.
 - iv. Plan and implement volunteer activities to benefit a health organization or cause.
 - v. Develop and defend a position or opinion on a health issue or problem and educate students and parents about the health issue or cause.
 - i. Health Services and Careers
 - i. Compare and contrast health and fitness services available in the school and community, demonstrate how to access them, and evaluate each comparing benefits and costs.
 - ii. Compare and contrast preparation and job requirements for health and fitness careers.
- 3. Drugs and Medicines – All Students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.
 - j. Medicines
 - i. Compare and contrast commonly used over-the-counter medicines.
 - ii. Classify commonly administered medicines and describe the potential side effects of each classification.
 - iii. Recommend safe practices for the use of prescription medicines.
 - iv. Compare and contrast the benefits and dangers of naturally occurring substances, such as herbs, organics, and supplements.
 - k. Alcohol, Tobacco, and Other Drugs
 - i. Investigate the relationship between tobacco use and respiratory diseases, cancer, heart disease, stroke, and injuries.
 - ii. Investigate the health risks posed to nonsmokers by second hand/passive smoking.
 - iii. Investigate how the use and abuse of alcohol contributes to illnesses such as cancer, liver disease, heart disease, and injuries.
 - iv. Analyze how the use and abuse of alcohol impacts thinking, reaction time, and behavior.

- v. Describe sudden sniffing syndrome and the resultant brain, nerve, and vital organ damage that can result from the use of inhaled substances.
 - vi. Compare and contrast the physical and behavioral effects of each classification of drug.
 - vii. Analyze health risks associated with injecting drug use.
 - viii. Investigate the legal and financial consequences of the use, sale, and possession of illegal substances.
 - ix. Discuss how the use of alcohol and other drugs influences decision-making and places one at risk for sexual assault, pregnancy, and STDs.
1. Dependency/Addiction and Treatment
- i. Analyze the physical, social, and emotional indicators and stages of dependency.
 - ii. Discuss ways to quit using substances and discuss factors that support the ability to quit.
 - iii. Analyze factors that influence the use and abuse alcohol, tobacco, and other drugs.
 - iv. Describe how substance abuse affects the individual, the family, and the community.
 - v. Discuss how tolerance, synergistic effects, and antagonistic effects have an impact on the use of drugs and medicines.
 - vi. Discuss theories about dependency, such as genetic predisposition, gender-related predisposition, and multiple risks.
4. Human Relationships and Sexuality – All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle
- a. Relationships
- i. Compare and contrast the current and historical role of marriage and the family in community and society.
 - ii. Discuss changes in family structures and the forces that influence change.
 - iii. Analyze how relationships evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
 - iv. Discuss factors that enhance and sustain loving, healthy relationships.
 - v. Describe how various cultures date or select life partners.
 - vi. Differentiate among affection, love, commitment, and sexual attraction.
 - vii. Describe the signs of an unhealthy relationship and develop strategies to end it.
 - viii. Develop standards for dating situations, such as dating in groups, setting limits, or only dating someone of the same age.
- b. Sexuality
- i. Discuss the influence of hormones, heredity, nutrition, and the environment on the physical, social, and emotional changes that occur at puberty.
 - ii. Analyze internal and external pressures to become sexually active.
 - iii. Describe the physical, emotional, and social benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
 - iv. Discuss the potential short- and long-term physical, emotional, and social impacts of adolescent sexual activity.
 - v. Analyze how certain behaviors place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy.
 - vi. Compare and contrast methods of contraception, risk reduction, and risk elimination and explain how reliability, religious beliefs, age, gender, health history, and cost may influence their use.
 - vii. Discuss topics regarding sexual orientation.
 - viii. Discuss the importance of routine healthcare procedures such as breast self examination and testicular examination.
- c. Pregnancy and Parenting

- i. Describe fertilization and each stage of embryonic and fetal development.
- ii. Discuss the signs and symptoms of pregnancy and explain how pregnancy is confirmed.
- iii. Analyze the physical and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth.
- iv. Discuss the importance of regular prenatal care to help prevent complications that may occur during pregnancy and childbirth.
- v. Describe the potential impact of alcohol, tobacco, other drugs, medicines, diseases, and environmental hazards on pre-natal and post-natal development.
- vi. Describe the physical, economic, emotional, social, cultural and intellectual responsibilities of parenthood.
- vii. Describe effective parenting strategies and resources for help with parenting.
- viii. Analyze the challenges and responsibilities of being a teen mother and/or teen father.

