

Verona Public School District Curriculum Overview

Physical Education 9-12



Curriculum Committee Members:

Alyssa Calabrese
Patricia Hemsley-Cartotto
Christopher Demond
Eric McElroy

Supervisor:

Robert Merkler

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Verona Public Schools
121 Fairview Ave., Verona, NJ 07044
www.veronaschools.org

Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

The purpose of the Verona High School Health & Physical Education program is to develop the correlation between a healthy mind and a healthy body. We will help our students develop a positive attitude towards healthy living by utilizing and demonstrating the basic principles of physical fitness, muscular strength, endurance, flexibility, and cardiovascular development. Our program consists of units in which students will have the opportunity to learn skills needed to participate in lifelong activities such as personal fitness, team sports, and individual & dual sports. This coeducational program will provide our students with an understanding of strategies, tactics, and techniques to allow them to become competent in their activity and become a more sophisticated athletic spectator at Verona, collegiate, and professional sporting events. In addition, our program will help to develop important social and cooperative skills that are essential to the 21st Century Learner and can be carried on to their adult life to become productive citizens of our global society. The curriculum has been contoured to meet the New Jersey Core Curriculum Content Standards for Physical Education. The Verona High School Health & Physical Education program continues to integrate technology into the classroom to monitor the progress of each student. At the conclusion of our program, our students will have a better understanding of flexibility, strength, and cardiovascular activities that can be used to develop their own fitness plans.

Prerequisite(s): Passing of Previous PE Class



Standard 8: Technology Standards

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| <p>8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i></p> | <p>8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i></p> |
| <p>A. Technology Operations and Concepts x B. Creativity and Innovation x C. Communication and Collaboration x D. Digital Citizenship E. Research and Information Fluency x F. Critical thinking, problem solving, and decision making</p> | <p>x A. The Nature of Technology: Creativity and Innovation B. Technology and Society x C. Design x D. Abilities for a Technological World E. Computational Thinking: Programming</p> |

SEL Competencies and Career Ready Practices

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| <p>Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i></p> | <p>Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i></p> |
| <p>Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.</p> | <p>CRP2. Apply appropriate academic and technical skills. x CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.</p> |
| <p>Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.</p> | <p>x CRP3. Attend to personal health and financial well-being. x CRP6. Demonstrate creativity and innovation. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. x CRP11. Use technology to enhance productivity.</p> |
| <p>Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.</p> | <p>x CRP1. Act as a responsible and contributing citizen and employee. x CRP9. Model integrity, ethical leadership, and effective management.</p> |
| <p>Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.</p> | <p>x CRP4. Communicate clearly and effectively and with reason. x CRP9. Model integrity, ethical leadership, and effective management. x CRP12. Work productively in teams while using cultural global competence.</p> |
| <p>Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.</p> | <p>CRP5. Consider the environmental, social, and economic impact of decisions. x CRP7. Employ valid and reliable research strategies. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management.</p> |

Standard 9: 21st Century Life and Careers

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| <p>9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i></p> | <p>9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i></p> | <p>9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i></p> |
| <p>x A. Income and Careers x B. Money Management x C. Credit and Debt Management x D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting</p> | <p>A. Career Awareness (K-4) B. Career Exploration (5-8) x C. Career Preparation (9-12)</p> | <p>A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. x H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing</p> |



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| Course Materials | |
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| Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i> | Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i> |
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| <ul style="list-style-type: none"> ● NJCCS ● Board of Education approved materials and equipment that allows the students of Verona to learn the rules and strategies necessary to play team sports & individual sports. Students will also use this equipment to learn lifelong fitness skills that can be applied to their own personal fitness plans both now and in the future. | <ul style="list-style-type: none"> ● Google Classroom ● YouTube Channels ● Student/Peer Assessment ● Teacher Assessment-verbal, visual, written ● Daily Fit Log ● Google Forms ● Google Docs ● Google Sheets ● Guest Speakers ● Grouping Strategies ● Modified Games for Students with Special Needs ● Modified Games for Students of Varying Skill ● Phone Apps ● Weekly/Monthly Reflections ● Student Surveys |
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| Unit Title / Topic: Marine Corps Fitness | | Unit Duration: Three weeks | |
| Stage 1: Desired Results | | | |
| Established Goals: | | | |
| <p>12 2.5 Motor skill development-All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.5.12.A.1-Explain and demonstrate ways to apply movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).</p> <p>2.5.12.A.4-Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.</p> <p>2.5.12.B.1-Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</p> <p>2.5.12.B.2-Apply a variety of mental strategies to improve performance.</p> <p>12 2.6 Fitness-All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p> <p>2.6.12.A.1-Compare the short- and long-term impact on wellness associated with physical inactivity.</p> <p>2.6.12.A.2-Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principles.</p> <p>2.6.12.A.3-Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.</p> <p>2.6.12.A.4-Compare and contrast the impact of health-related fitness components as a measure of fitness and health.</p> <p>8.1 Technology-All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>8.1.12.A.3-Use digital devices to create stories with pictures, numbers, letters and words.</p> <p>8.1.12.A.4-Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).</p> | | | |
| Transfer Goal: | | | |
| Students will be able to <u>independently</u> use their knowledge of fitness in order to develop personal fitness programs for themselves. Students will be able to recognize factors that can influence their health and make decisions that will lead to better overall health. | | | |
| Students will understand that: | | Essential Questions: | |
| <ul style="list-style-type: none"> Physical Strength is needed to be able to perform fitness activities as well as daily tasks. Physical Fitness is important in maintaining a long healthy lifestyle. Participating in Marine Corps Testing is beneficial in learning different ways to stay fit. | | <ul style="list-style-type: none"> How can I improve my overall physical fitness? How can the Marine Corps Fitness provide a proper self assessment? What components of fitness are incorporated into the Marine Corps Fitness Unit? How can increased physical fitness positively impact my life? | |
| Students will know: | | Students will be able to: | |
| <ul style="list-style-type: none"> How to safely and correctly perform a push-up (regular and modified), a sit-up, a pull-up or flexed arm hang motion, a shuttle run, and broad jump. How to develop and maintain fitness levels including cardiovascular endurance, muscular endurance, and flexibility. | | <ul style="list-style-type: none"> Demonstrate mechanically correct form when performing strength and conditioning movements. Perform safe and correct spotting techniques. Perform both upper and lower body exercises of varying intensity. | |
| Stage 2: Acceptable Evidence | | | |
| Transfer Task | | | |
| Students will complete a series of fitness movements to improve muscular and cardiovascular strength & endurance. | | | |
| Students will better understand movements that initiate a progression toward a healthy lifestyle. | | | |
| Students will apply learned fitness movements to a lifelong fitness plan in order to lead a healthy lifestyle. | | | |



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| Unit Title / Topic: Large Group Games | | Unit Duration: 3 Week Unit (Basketball, Softball, Soccer, Frisbee, Football, Ultimate Football, Volleyball, Hockey, Speedball) | |
| Stage 1: Desired Results | | | |
| Established Goals: | | | |
| <p>12 2.5 Motor Skill Development-All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.5.12.A.1-Explain and demonstrate ways to apply movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).</p> <p>2.5.12.A.2-Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</p> <p>2.5.12.A.4-Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.</p> <p>2.5.12.B.1-Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</p> <p>2.5.12.B.2-Apply a variety of mental strategies to improve performance.</p> <p>2.5.12.B.3-Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p> <p>2.5.12.C.1-Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.</p> <p>2.5.12.C.2-Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.</p> <p>2.5.12.C.3-Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.</p> <p>12 2.6 Fitness-All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p> <p>2.6.12.A.1-Compare the short- and long-term impact on wellness associated with physical inactivity.</p> <p>2.6.12.A.2-Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principles.</p> <p>2.6.12.A.3-Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.</p> <p>2.6.12.A.4-Compare and contrast the impact of health-related fitness components as a measure of fitness and health.</p> <p>8.1 Technology</p> <p>8.1.12.A.3-Use digital devices to create stories with pictures, numbers, letters and words.</p> <p>8.1.12.A.4-Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).</p> | | | |
| Transfer Goal: | | | |
| <p>Students will be able to independently use what they have learned during the Large Group Games Units in order to identify and apply that knowledge to work cooperatively with others.</p> <p>Students will be able to play in an organized game and tournament(s) applying previously learned skills, concepts, rules, and behaviors.</p> | | | |
| Students will understand that: <ul style="list-style-type: none"> ● Rules and regulations are vital to performance and game play. ● Proper sportsmanship promotes fair play. ● Working cooperatively as a team accomplishes shared goals. ● Spatial awareness provides a safe environment when playing all sports. ● Knowing and applying game strategies and being prepared will have an impact on team success. ● Effective communication can have a direct correlation to successful teamwork. ● In team sports there are a number of players performing different roles and various skills at the same time which allows the team to work together as a cohesive unit to achieve a common goal. ● Hand eye/ eye foot coordination are essential motor skills for athletic participation and are largely retained over one’s lifetime ● Being able to successfully utilize the equipment/implements/objects of a team sport is extension of hand eye/foot eye coordination. ● Team sports can be modified to generate more success while learning a team sport/game. | | Essential Questions: <ul style="list-style-type: none"> ● How can you assess your current skill levels and make improvements in performance? ● Why is cooperation important in games and in life? ● Why do we have to be responsible for our own behavior? ● How can players of large group/team games increase/improve their own safety while participating? ● How can playing a large group game/team sport positively affect someone on a social level? ● What specific athletic skills are needed to play a large group/team game? ● What are some of the challenges that are unique to team sports? ● What skills are needed to participate in team sports and how do those skills vary from sport to sport? ● Why is it necessary to periodically modify the rules of large group games? | |
| Students will know: <ul style="list-style-type: none"> ● Skills needed to play the games ● Rules need to be successful in game play. ● Terms associated with each game. ● Strategies needed to experience successful game play. | | Students will be able to: <ul style="list-style-type: none"> ● Perform various muscular and cardiovascular movements that will improve overall levels of physical fitness. ● Demonstrate a knowledge of safety rules. ● Analyze application of force/motion and modify movement to impact performance. ● Demonstrate and assess tactical understanding by using appropriate offensive and defensive strategies including forehand, backhand, and serves. ● Apply a variety of strategies to improve performance. ● Work cooperatively with other students. | |
| Stage 2: Acceptable Evidence | | | |
| Transfer Task | | | |
| <p>Students will strategize, cooperate, and use movement skills to gain hands on experience in all parts of the curriculum.</p> <p>Students will safely and effectively perform dynamic warm-up /flexibility/static stretching exercises prior to performing aerobic, strength, and fitness exercises.</p> | | | |



Students will use various exercises that help develop the five components of health related fitness which will help create a lifelong fitness plan.

Students will measure heart rate via carotid and/or radial artery in order to understand the relationship between heart rate and exercise intensity.

Students will understand how to engage in exercises of various intensities and durations.



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| Unit Title / Topic: Individual and Dual Games | | Unit Duration: 3 Weeks (Tennis, Pickleball, Badminton) | |
| Stage 1: Desired Results | | | |
| Established Goals: | | | |
| <p>12.2.2 Integrated Skills-All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p>2.2.12.A.1-Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.</p> <p>2.2.12.A.2-Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.</p> <p>2.2.12.A.3-Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.</p> <p>2.2.12.B.1-Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.</p> <p>2.2.12.B.2-Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.</p> <p>2.2.12.C.2-Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.</p> <p>2.2.12.E.1-Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.</p> <p>2.2.12.E.2-Determine the effect of accessibility and affordability of healthcare on family, community, and global health.</p> <p>12.2.5 Motor Skill Development -All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.5.12.A.1-Explain and demonstrate ways to apply movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).</p> <p>2.5.12.A.2-Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</p> <p>2.5.12.A.4-Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.</p> <p>2.5.12.B.1-Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</p> <p>2.5.12.B.2-Apply a variety of mental strategies to improve performance.</p> <p>2.5.12.B.3-Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p> <p>2.5.12.C.1-Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.</p> <p>2.5.12.C.2-Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.</p> <p>2.5.12.C.3-Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.</p> <p>12.2.6 Fitness-All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p> <p>2.6.12.A.1-Compare the short- and long-term impact on wellness associated with physical inactivity.</p> <p>2.6.12.A.2-Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principles.</p> <p>2.6.12.A.3-Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.</p> <p>2.6.12.A.4-Compare and contrast the impact of health-related fitness components as a measure of fitness and health.</p> <p>8.1 Technology-All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>8.1.12.A.3-Use digital devices to create stories with pictures, numbers, letters and words.</p> <p>8.1.12.A.4-Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).</p> | | | |
| Transfer Goal: | | | |
| <p>Students will be able to independently use their learning to critique a movement skill/performance and discuss how each part can be made more interesting, creative, and effective.</p> <p>Students will be able to independently use their learning to take skills and attributes learned from individual sports and apply them to various settings in everyday life.</p> | | | |
| Students will understand that: | | Essential Questions: | |
| <ul style="list-style-type: none"> ● Participation in an individual sport can be done throughout life. ● Successful participation in dual sport games requires a repertoire of acquired skills. ● Acquired racquet skills in one sport provide a positive skill level to other racquet sports. ● Body awareness and cooperation are necessary components of a healthy individual ● Cooperation within a group/team are necessary for success in all aspects of life | | <ul style="list-style-type: none"> ● How can I be successful at an individual & dual sport? ● What skills are necessary to be able to compete in an individual or dual sport? ● How do individual & dual sports increase cardiovascular and muscular endurance? ● How does working with a partner help improve cooperation skills? ● How can individual differences enhance and contribute to group productivity? | |
| Students will know: | | Students will be able to: | |
| <ul style="list-style-type: none"> ● Various individual skills (holding, using, striking, and manipulating of striking implements) ● Rules ● Strategies ● Warm-ups ● How to properly keep score | | <ul style="list-style-type: none"> ● Perform various muscular and cardiovascular movements that will improve overall levels of physical fitness ● Demonstrate a knowledge of safety rules ● Analyze application of force/motion and modify movement to impact performance. ● Demonstrate and assess tactical understanding by using appropriate offensive and defensive strategies including forehand, backhand, and serves ● Apply a variety of strategies to improve performance. ● Work cooperatively with other students | |
| Stage 2: Acceptable Evidence | | | |



Transfer Task

Students will understand how to safely and successfully hold and use striking implements such as racquets

Students will know how to use various exercises that help develop the five components of health related fitness.

Students will learn the various movements needed to experience success with individual & dual games

Students will be able to apply the knowledge of what they have learned to skillfully and safely play.



Unit Title / Topic: Fitness | Unit Duration: Rotating schedule throughout the year

Stage 1: Desired Results

Established Goals:

12 2.5 Motor skill development-All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
 2.5.12.A.2-Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
 2.5.12.A.3-Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).
 2.5.12.A.4-Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.
 2.5.12.B.1-Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.
 2.5.12.B.2-Apply a variety of mental strategies to improve performance.

12 2.6 - Fitness-All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
 2.6.12.A.1-Compare the short- and long-term impact on wellness associated with physical inactivity.
 2.6.12.A.2-Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principles.

8.1- Technology-All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
 8.1.12.A.3-Use digital devices to create stories with pictures, numbers, letters and words.
 8.1.12.A.4-Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).

Transfer Goal:

Students will be able to independently use their learning to use knowledge of fitness in order to develop personal programs for themselves. Students will be able to recognize factors and make decisions that may influence better overall health.

Students will understand that:

- Strength and cardiovascular activities can lead to a healthier life.
- They will be able to create a lifelong fitness plan that they can use throughout their lifespan.

Essential Questions:

- Why is it important to improve your cardiovascular fitness and muscular endurance?
- How can I create a fitness plan that I can apply to my own personal fitness level?
- What can I do daily to help improve my overall physical fitness?
- What does my personal fitness program need to look like to keep myself healthy and physically fit for a lifetime?

Students will know:

- How to correctly perform different strength and cardio activities.
- How to monitor and adjust their level of physical activity to improve their overall fitness.
- How to track and reflect on their daily fitness levels.

Students will be able to:

- Differentiate to improve their level of fitness.
- Analyze and adjust their own personal fitness plan based on data collection.
- Utilize technology in order to track their movements and apply it to a personalized fitness plan.

Stage 2: Acceptable Evidence

Transfer Task

Students will understand how to strategize, cooperate, and use movement skills to gain hands on experience in all parts of the curriculum.

Students will understand how to safely and effectively perform dynamic warm-up /flexibility/static stretching exercises prior to performing aerobic, strength, and fitness exercises

Students will know how to use various exercises that help develop the five components of health related fitness.

Students will understand how to measure heart rate via carotid and/or radial artery in order to understand the relationship between heart rate and exercise intensity

Students will understand how to engage in exercises of various intensities and durations.



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| Unit Title / Topic: Freshmen Health | | Unit Duration: Ten Weeks | |
| Stage 1: Desired Results | | | |
| Established Goals: | | | |
| <p>12 2.1-Wellness-All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>2.1.12.A.1-Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.</p> <p>2.1.12.A.2-Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.</p> <p>2.1.12.B.1-Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.</p> <p>2.1.12.B.2-Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.</p> <p>2.1.12.B.3-Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one’s health.</p> <p>2.1.12.C.1-Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.</p> <p>2.1.12.C.3-Determine the emotional, social, and financial impact of mental illness on the family, community, and state.</p> <p>2.1.12.D.1-Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.</p> <p>2.1.12.D.2-Explain ways to protect against abuse and all forms of assault and what to do if assaulted.</p> <p>2.1.12.E.1-Predict the short- and long-term consequences of unresolved conflicts.</p> <p>2.1.12.E.2-Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.</p> <p>2.1.12.E.3-Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.</p> <p>2.1.12.E.4-Develop a personal stress management plan to improve/maintain wellness.</p> | | | |
| <p>12 2.2 Integrated Skills-All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p>2.2.12.A.1-Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.</p> <p>2.2.12.A.2-Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.</p> <p>2.2.12.B.1-Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.</p> <p>2.2.12.B.2-Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.</p> <p>2.2.12.C.2-Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.</p> | | | |
| <p>12. 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.</p> <p>2.4.12.B.1-Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.</p> <p>2.4.12.B.2-Evaluate information that supports abstinence from sexual activity using reliable research data.</p> <p>2.4.12.B.3-Analyze factors that influence the choice, use, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.</p> <p>2.4.12.B.4 -Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.</p> <p>2.4.12.B.5-Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, regular STI testing, and HPV vaccine).</p> | | | |
| <p>12 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.</p> <p>2.3.12.B.1-Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.</p> <p>2.3.12.B.2-Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.</p> <p>2.3.12.B.4-Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.</p> | | | |
| <p>12. 2.6 Fitness-All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p> <p>2.6.12.A.1-Compare the short- and long-term impact on wellness associated with physical inactivity.</p> <p>2.6.12.A.2-Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principles.</p> <p>2.6.12.A.3-Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.</p> <p>2.6.12.A.4-Compare and contrast the impact of health-related fitness components as a measure of fitness and health.</p> | | | |
| Transfer Goal: | | | |
| Students will be able to <u>independently</u> use their learning to... use their acquired knowledge of health promotion concepts, stress reduction, proper nutrition and physical activity to support a healthy and active lifestyle and promote lifelong wellness. | | | |
| Students will understand that: | | Essential Questions: | |
| <ul style="list-style-type: none"> ● Learning about sexuality and discussing sexual issues is critical for sexual health, but is a sensitive and challenging process. ● Responsible actions regarding sexual behavior impact the health of oneself and others. ● Early detection strategies and regular physical exams assist in the prevention and treatment of illness or disease. ● Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one’s life and the lives of others. | | <ul style="list-style-type: none"> ● What are the common misconceptions about the similarities/differences between male and female? ● What evidence promotes abstinence for teenagers? ● How does knowledge of the reproductive system apply to your everyday life both today and in the future? ● When does pregnancy, childbirth, and parenthood cause unfavorable, life altering changes? ● What causes optimal growth and development? ● What makes a food healthy? ● How do you determine appropriate portion sizes? ● What is the difference between healthy and unhealthy risks? ● Why do we sometimes take risks that cause harm to ourselves or others? ● How can you learn to like yourself and others? | |



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| <ul style="list-style-type: none"> ● Personal wellness is dependent upon applying health related concepts and skills in everyday lifestyle behaviors. ● An individual's health at different life stages is dependent upon heredity, environmental factors, and lifestyle choices. ● There are many short and long term health benefits and risks associated with nutritional choices. ● Developing self esteem, resiliency, tolerance and coping skills support social and emotional health. | <ul style="list-style-type: none"> ● What are the consequences of our choices when considering wellness |
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| <p>Students will know:</p> <ul style="list-style-type: none"> ● Male and female Anatomy ● Male and female Reproduction ● Contraception ● Dietary components ● Relationships and human Interaction ● The dangers of drug and alcohol abuse ● Types of bullying | <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify male and female reproductive organs and their functions ● Understand the reproductive system in the male and female ● Understand how different contraceptive devices work ● Identify the risks of of using recreational and prescribed drugs ● Understand foods and supplements that are healthy |
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Stage 2: Acceptable Evidence

Transfer Task

Students will interpret information on aspects of nutrition, reproduction, birth control, bullying, diet, drugs, alcohol and tobacco and apply them to daily life decisions that will positively impact their life.

Students will be able to use concepts learned throughout the course to everyday health and wellness.



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| Unit Title / Topic: Driver's Education | | Unit Duration: 10 Weeks | |
| Stage 1: Desired Results | | | |
| Established Goals: | | | |
| <p>12 2.1-Wellness-All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>2.1.12.D.3-Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.</p> <p>2.1.12.D.4-Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.</p> <p>2.1.12.D.5-Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).</p> | | | |
| Transfer Goal: | | | |
| Students will independently use their learning to drive courteously and defensively without accidents or needless risk while adapting their knowledge of safe and defensive driving to various traffic, road and weather conditions. | | | |
| Students will understand that: | | Essential Questions: | |
| <ul style="list-style-type: none"> ● Getting a driver's license is a very exciting opportunity that comes with much responsibility. ● Driving is a privilege not a right. ● There are standard requirements for the GDL process. ● There are dangers related to drinking, drugs, and driving, and penalties that will result. ● Chances of getting into an accident can be reduced by knowing the rules and laws of the road and by using defensive driving techniques. | | <ul style="list-style-type: none"> ● How can I become a safe driver? ● What process will I have to follow when getting a license? ● How do drugs and alcohol affect driving skills and how can I convince others not to drive drunk? ● How does distracted driving adversely affect my driving? ● How can I prepare myself to pass the N.J. written driver's exam. ● What skills must I master to pass the road test? ● How does my vehicle work and how do I properly maintain it? | |
| Students will know: | | Students will be able to: | |
| <ul style="list-style-type: none"> ● Chances of getting into an accident can be reduced by knowing the rules and laws of the road and by using defensive driving techniques. <ul style="list-style-type: none"> ● Distracted and Drunk Driving is a danger to yourself and others on the road. ● The basic parts of a motor vehicle and how to properly maintain it. | | <ul style="list-style-type: none"> ● Understand road signs, laws, and regulations needed to be a safe driver. ● Understand situational components, maneuvers, and skills needed behind the wheel ● Proceed in taking the steps in obtaining a driver's permit | |
| Stage 2: Acceptable Evidence | | | |
| Transfer Task | | | |
| Students will develop an understanding of the social and legal responsibilities involved with the operation of a motor vehicle. | | | |
| Students will develop an understanding of the Highway Transportation System and the interaction that occurs in that system. | | | |
| Students will develop decision making skills that are necessary to safely manage the complex task of driving. | | | |
| Students will develop decision making skills necessary to execute specific driving tasks. | | | |
| Students will develop an awareness of personal driving limitations and an understanding of the proper methods to compensate for those limitations. | | | |
| Students will develop an understanding of the economic factors involved with ownership and care of an automobile. | | | |
| Students will develop an understanding of maintenance procedures and practices necessary to keep a vehicle safe for the road and operating at maximum energy efficiency. | | | |
| Students will develop an awareness of the dangers of alcohol and drugs as they relate to the driving task. | | | |
| Students will assist parents and guardians in assisting and monitoring their children through the difficult passage from childhood to adulthood, through the driving process. | | | |



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| Unit Title / Topic: Junior Health | | Unit Duration: 10 Weeks | |
| Stage 1: Desired Results | | | |
| Established Goals: | | | |
| <p>12 2.1 Wellness-All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>2.1.12.D.1-Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.</p> <p>2.1.12.D.6-Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.</p> <p>12 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.</p> <p>2.3.12.B.1-Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.</p> <p>2.3.12.B.2-Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.</p> <p>2.3.12.B.3-Correlate increased alcohol use with challenges that may occur at various life stages.</p> <p>2.3.12.B.4-Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.</p> <p>2.3.12.B.5-Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.</p> <p>2.3.12.C.1-Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.</p> <p>2.3.12.C.2-Analyze the effectiveness of various strategies that support an individual’s ability to stop abusing drugs and remain drug-free.</p> <p>2.3.12.C.3-Analyze the societal impact of substance abuse on the individual, family, and community.</p> | | | |
| Transfer Goal: | | | |
| <p>Students will be able to <u>independently</u> use their learning to...</p> <p>Students will be able to independently use their acquired knowledge of infectious and noninfectious diseases, sexually transmitted diseases and first aid to support a healthy and active lifestyle and promote lifelong wellness</p> <p>Students will identify signs & risks of chemical abuse/ dependence and develop knowledge of prevention and intervention treatment services and resources.</p> | | | |
| Students will understand that: | | Essential Questions: | |
| <ol style="list-style-type: none"> 1. Preventing accidents and injuries requires constant vigilance. 2. Most accidents are preventable. 3. Injury and death can be minimized when proper first aid techniques are used immediately. 4. Use of the CPR and the AED enhances chances of survival in cardiac emergencies. 5. People with life threatening allergies will require special interventions 6. People abuse drugs for a variety of reasons, none of them healthful. 7. Substance abuse can harm a person's physical, mental, emotional and social health and even lead to death. 8. Substance abuse has far reaching consequences for the abuser, other in the abuser's life and for society at large. 9. Medications can be used, misused and abused. 10. The damaging effects of performance enhancing drugs far outweigh their perceived athletic benefits. 11. The decision to abstain from drug use is one of the most important a person can make. 1. 12. Programs and facilities are available nationwide for people who want to become drug free | | <ol style="list-style-type: none"> 1. How are accidents and injuries caused by taking unnecessary risks? 2. Who should know first aid and what should they know? 3. How do you respond to an unconscious person? 4. What is the value of knowing CPR and use of the AED? 5. Why is it important to be aware of life threatening allergies? 6. Why do some people choose to abuse drugs? 7. In what ways do these substances cause harm? 8. Who does substance abuse effect? 9. Can "medicines" be abused? 10. Why do some athletes use performance enhancing drugs? | |
| Students will know: | | Students will be able to: | |
| <ul style="list-style-type: none"> ● CPR/AED and First Aid skills are a meaningful skill to have and can save lives. ● Substance abuse is dangerous and can negatively impact your life. | | <ul style="list-style-type: none"> ● Identify when a life saving measure is needed. ● Identify which drugs are most likely to be abused. ● Identify different resources and methods needed to help someone overcome drug abuse. | |



- There are many coping mechanisms and resources available to substance abusers.

Stage 2: Acceptable Evidence

Transfer Task

Students will identify the proper ways to save a life through the use of hands on demonstration of CPR and AEDs.

Students will identify how to help drug abusers and the proper avenues that must be followed in order to help drug abusers.

Students will identify signs of drug abuse and speak about the methods that can be used to help those in need.



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| Unit Title / Topic: Family Living | Unit Duration: 10 Weeks |
| Stage 1: Desired Results | |
| <p>Established Goals: Units of Study</p> <p>Individuality and Relationships Marriage and Family Problems Affecting Family Life</p> <p>12 2.1 Wellness-All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. 2.1.12.A.1-Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness. 2.1.12.A.2-Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness. 2.2.12.A.3-Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle. 2.1.12.C.1-Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer. 2.1.12.D.2-Explain ways to protect against abuse and all forms of assault and what to do if assaulted. 2.1.12.E.-Predict the short- and long-term consequences of unresolved conflicts. 2.1.12.E.2-Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis. 2.1.12.E.3-Examine how a family might cope with crisis or change and suggest ways to restore family balance and function. 2.1.12.E.4-Develop a personal stress management plan to improve/maintain wellness.</p> <p>12 2.2 Integrated Skills-All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. 2.2.12.A.1-Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others. 2.2.12.A.2-Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts. 2.2.12.A.3-Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle. 2.2.12.B.1-Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others. 2.2.12.B.2-Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers. 2.2.12.C.2-Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community. 2.2.12.E.1-Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation. 2.2.12.E.2-Determine the effect of accessibility and affordability of healthcare on family, community, and global health.</p> <p>12 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. 2.3.12.A.1-Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements. 2.3.12.A.2-Summarize the criteria for evaluating the effectiveness of a medicine. 2.3.12.B.1-Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries. 2.3.12.B.3-Correlate increased alcohol use with challenges that may occur at various life stages. 2.3.12.B.4-Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy. 2.3.12.B.5-Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis. 2.3.12.C.1-Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death. 2.3.12.C.2-Analyze the effectiveness of various strategies that support an individual’s ability to stop abusing drugs and remain drug-free. 2.3.12.C.3-Analyze the societal impact of substance abuse on the individual, family, and community.</p> <p>12 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. 2.4.12.A.1-Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide. 2.4.12.A.2-Compare and contrast the current and historical role of life commitments, such as marriage. 2.4.12.A.3-Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood. 2.4.12.A.4-Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage. 2.4.12.A.5-Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent, warning signs of dating violence). 2.4.12.A.6-Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships. 2.4.12.B.1-Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness. 2.4.12.B.2-Evaluate information that supports abstinence from sexual activity using reliable research data. 2.4.12.B.3-Analyze factors that influence the choice, use, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies. 2.4.12.B.4 -Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures. 2.4.12.B.5-Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, regular STI testing, and HPV vaccine). 2.4.12.C.2-Analyze the relationship of an individual’s lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities. 2.4.12.C.4-Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination. 2.4.12.C.5-Evaluate parenting strategies used at various stages of child development based on valid sources of information. 2.4.12.C.6-Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion, and parenting. 2.4.12.C.7-Analyze factors that affect the decision to become a parent.</p> | |



Transfer Goal:

Individuality and Relationships - Students will independently use their learning to apply knowledge of the physical, social, and emotional, aspects of human relationships and be able to take a deep and candid examination of all of the various relationships in their lives.

Marriage and Family Life - Students will independently use their acquired knowledge of physical, social, and emotional aspects of human relationships and apply it to the physical ,economic, social, and intellectual commitment that relationships demand.

Students will independently use their acquired knowledge of LGBTQ relationships and be able to understand and appreciate diversity not only in culture but in family dynamics, communities, as well as complex social and cultural relationships in communities and between genders.

Problems Affecting Family Life - Students will independently use their learning to apply coping mechanisms to maintain family balance and harmony given a real life situation (i.e. - substance abuse, abuse, rape, divorce, unplanned pregnancy)

Students will understand that:

- There are multiple factors that influence personality
- Human needs motivate and shape behavior and influence personality
- There are dynamics of different types of relationships and these dynamics change as we mature
- Components of successful relationships are fluid over the course of a relationship
- The laws of attraction vary from individual to individual
- There are positive and negative elements in all relationships
- Personality characteristics will be a factor in attraction to a dating partner
- People are attracted to different personality characteristics
- Dating behaviors are directly related to expectations for self and partner
- Meaningful dating relationships involve emotional investment from both partners
- Partners in a relationship must share common goals and benefit mutually from the relationship
- Positive elements enhance and strengthen a relationship whereas negative elements are destructive and weaken a relationship.
- There are various degrees of abuse and assault and there are effective ways to deal with those situations
- Relationships are the essence of humanity and all relationships are not the same
- Relationships and family dynamics are varied and diverse
- Death and dying are a part of life and it affects everyone differently
- Grief is a multiple stage process that requires multiple coping strategies

Essential Questions:

- What are the keys to open honest communication?
- How does nature versus nurture affect our ability to establish and maintain relationships throughout our lives?
- What are the factors that contribute to personality development?
- How does personality affect relationships?
- What changes do relationships undergo as we mature?
- How does having a clear concept of self help guide our relationship choices?
- How does biology affect our relationship choices?
- What are the signs of a healthy relationship?
- What are the signs of an unhealthy relationship?
- What draws people into a relationship and what deters them from entering into a relationship?
- How do you end a relationship in a mature and healthy way?
- What are the resources available to those in unhealthy or abusive relationships?
- Why do relationships end?
- How has the LGBTQ community changed how society views relationship and family dynamics?
- What are the different influences that can alter the family dynamic?
- What are the resources available to individuals who are dealing with grief, dying, and death.

Students will know:

- Individuality and a strong sense of self is vital to being able to maintain healthy relationships throughout one’s lifetime.
- Relationships are the essence of humanity
- Healthy relationships and meaningful connections are essential to health and wellness
- Marriage, lifetime partnerships, and family life has many and varied physical, social, emotional, intellectual, and economic aspects.
- There are many coping mechanisms and resources available to couples and families for dealing with problems affecting family life.

Students will be able to:

- Identify how to achieve and maintain a strong sense of self and individuality.
- Identify and describe the difference between connections and key relationships in our lives and the value each has in our lives.
- Identify the difference between healthy and unhealthy relationships and how to maintain healthy relationships and how to end or fix an unhealthy relationship.
- Identify the factors that affect marriage, lifetime partnerships, and family life and the resources available for coping with these factors.

Stage 2: Acceptable Evidence

Transfer Task

Students will identify their own values and morals and how they affect their personality, sense of self, and how they affect relationship choices.

Students will identify the various personality traits they have that have become stable over time and how they affect their relationship choices.

Students will identify what the keys to open honest communication are and apply those to communication in their relationships on a daily basis.

Students will identify the factors that influence the mate selection process and apply this knowledge during a simulated marriage project.



Students will identify the stages a relationship goes through and how this applies to the relationships in their lives.

Students will identify how to keys to maintaining healthy physical, social, emotional, sexual, and economic health throughout their lifetime.

Students will identify how attain and maintain healthy relationships throughout their life.