



Kingsway Regional School District

Committed to Excellence

Course Name: PE & Health 11	Grade Level(s): 11
Department: PE & Health	Credits: 3.75 PE; 1.25 Health
BOE Adoption Date: October 2019	Revision Dates:

Course Description and Outcomes

Over the course of this year, students will engage in three major areas of study in Physical Education: fitness, team, individual and dual sports, and lifetime activities. Each class, students will participate in a comprehensive lesson related to one of the three units on a cyclical basis. After the comprehensive lesson, students will move to an assigned unit that incorporates one or all of the three courses of study. Sportsmanship, cooperation, and wellness will be integrated in all areas of study. Students will also focus on various motivations for being active as well as demonstrate the ability to design and lead a rhythmic activity.

Health 11, Taking Care of Your Body and Mind; will explore health-related areas such as nutrition, drug abuse, mental illness, healthcare and disease prevention. Students will be prepared to make educated decisions about their physical, mental and social well-being. Taking responsibility for one's own health is an essential step towards maintaining a healthy lifestyle.

Proficiencies and Pacing Guide:

Course Title: PE & Health 11

Prerequisite(s): None

Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (Identify the DOK Level)
<p>Unit 1: PE - Fitness</p>	<p>9 weeks</p>	<p>2.1.12.E.4 Develop a personal stress management plan to improve/maintain wellness.</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>1. The students will interpret the five components of health – related fitness as an indicator of their fitness level.</p> <p>2. Students will be exposed to and participate in a variety of mindfulness breathing practices and meditations; students will be prepared to apply these practices to manage real-life situations.</p>	<p>Define the five health-related fitness components (DOK 1)</p> <p>Participate in a variety of mindfulness breathing practices and identify practices that are personally effective for stress management. (DOK 1)</p> <p>Measure and categorize individual baseline fitness level (DOK 2)</p> <p>Set attainable, measurable goals that improve on specific areas of fitness, as identified in baseline diagnostic (DOK 3)</p> <p>Evaluate fitness level at end of program, utilizing appropriate fitness test(s) (DOK 3)</p> <p>Critique beginning personal fitness level (DOK 3)</p> <p>Evaluate the health related fitness components and apply/demonstrate how these components contribute to a personalized fitness plan as a measure of fitness and health (DOK 3)</p> <p>Critique a variety of breathing exercises and guided meditations to determine</p>

				<p>which are most effective and when each can be applied (DOK 3)</p> <p>Analyze their fitness level and explain how lifestyle choices and body composition can have an effect (DOK 4)</p>
<p>Unit 2: PE - Individual/Dual and Team Sports</p>	9 weeks	2.5.12.B.3 Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.	<p>1. Students will safely participate in a variety of activities which will encompass all aspects of sports including types of motivation and ways to improve both the team and individual aspects.</p> <p>2. Students will interact with peers in a positive and cooperative manner in a variety of team and dual sports.</p>	<p>Recognize factors that motivate individuals to participate in various activities (DOK 1)</p> <p>Show how to work cooperatively with others to succeed as a team in a game situation. (DOK 2)</p> <p>Develop and reinforce cooperative behavior through various team, individual and dual sports (DOK 2)</p> <p>Participate in various team and individual activities to construct lifelong fitness goals (DOK 3)</p> <p>Describe and analyze factors that influence both intrinsic and extrinsic motivation (positive mental attitudes, competent skill levels, teamwork) and how they affect individual and team effectiveness and make adjustments to improve success. (DOK 4)</p>
<p>Unit 3: PE- Life-long Activity</p>	9 weeks	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).	<p>1. Students will engage in lifelong fitness activities that utilize and integrate fitness concepts and skills.</p> <p>2. Students will explore how fitness routines that can be applied independently or as a group as a means to stay motivated to be healthy</p>	<p>Identify different rhythmic movements and spatial availability (DOK 1)</p> <p>Participate in active learning to stimulate continued inquiry about physical education, health and fitness (DOK 2)</p> <p>Utilize physical activity as a tool to</p>

				<p>manage stress (DOK 2)</p> <p>Create a rhythmic activity which is appropriate for members of the group (DOK 3)</p> <p>Analyze a rhythmic routine (DOK 3)</p> <p>Analyze performance and movement skills by identifying strong and weak components (DOK 3)</p> <p>Apply concepts of time, space, force flow and relationships to develop and lead a rhythmic activity that is appropriate for members of the group (DOK 4)</p>
<p>Unit 4: Health – Mental Health</p>	<p>(2 weeks) 7-8 sessions</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.C.3 Determine the emotional, social, and financial impact of mental illness on the family, community, and state.</p> <p>2.1.12.C.4 Relate advances in medicine and technology to the diagnosis and treatment of mental illness.</p> <p>2.1.12.E.4 Develop a personal stress management plan to improve/maintain wellness.</p> <p>2.2.12.A.2 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.</p>	<p>Students will analyze and evaluate stigmas surrounding mental illness and potential barriers to treatment as well as the impact of mental illness on others and the community</p> <p>Students will analyze how stress affects their health and formulate ways to positively cope with stress.</p>	<p>Identify stigma surrounding mental illness and the impact of stigma on seeking treatment (DOK 1)</p> <p>Compare differences between the myths and realities of mental illness (DOK 1)</p> <p>Recognize that mental illnesses are associated with changes in usual brain functions (DOK 1)</p> <p>Recognize the importance of getting help and proper treatment for a mental illness (DOK 1)</p> <p>Become familiar with the range of community-based healthcare services and groups available to support people who are experiencing mental illness and their families and friends (DOK 1)</p> <p>Distinguish between mental illness and</p>

				<p>mental health (DOK 2)</p> <p>Distinguish between “normal” responses to stress and those that may indicate a need or additional support from health professionals (DOK 2)</p> <p>Assess the way mental illnesses can have an impact on a person’s life (DOK 3)</p> <p>Compare stress reduction techniques and what kinds of stress reduction techniques can be helpful (DOK 3)</p> <p>Critique local options for treatment and other supports for specific mental illnesses that commonly arise during adolescence (DOK 4)</p> <p>Apply activities and concepts designed to enhance both mental and physical health (DOK 4)</p>
Unit 5:	(3 weeks)	2.1.12.B.1 Determine the	Students will explore the importance	Recognize how each nutrient class (fats,

<p>Health- Physical Health</p>	<p>11-12 sessions</p>	<p>relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.</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>2.1.12.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>2.6.12.A.3 Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.</p>	<p>of making good decisions as it pertains to nutrition and will be mindful in food and drink selections.</p> <p>Students will distinguish between controllable lifestyle choices and the role of genetics as they apply to body composition.</p>	<p>carbohydrates, proteins, minerals, water, vitamins) affects one’s health (DOK 1)</p> <p>Show how genetics, gender, age, nutrition, activity level, and exercise/physical activity impact body compositions and healthy weight maintenance (DOK 2)</p> <p>Relate dietary choices to health benefits and health risks (DOK 2)</p> <p>Investigate current dietary trends, eating habits and activity levels of young people throughout the world and how they impact weight management (DOK 3)</p> <p>Examine personal dietary choices, the effect they have on one's health and provide suggestions for positive change. (DOK 3)</p> <p>Determine the impact of individual and family needs and how one could overcome these barriers to develop a personal wellness plan (DOK 4)</p>
<p>Unit 6: Health – Drugs, Alcohol and Medication</p>	<p>(3 weeks) 11-12 sessions</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>2.3.12.A.1 Determine the potential risks and benefits of the use of new or experimental</p>	<p>Students will understand how specific drugs can affect the delicate balance between the brain and body, possibly causing lasting physical or mental problems, including addiction and use this knowledge to make good decisions in life.</p> <p>Students will explore the impact of an</p>	<p>Describe the effects of combining alcohol with other drugs DOK 1</p> <p>Identify risk factors and protective factors associated with substance abuse DOK 1</p> <p>Compare over-the-counter medicine and prescription medicine and the</p>

		<p>medicines and herbal and medicinal supplements.</p> <p>2.3.12.A.2 Summarize the criteria for evaluating the effectiveness of a medicine.</p> <p>2.3.12.A.3 Relate personal abuse of prescription and over-the-counter medicines to wellness.</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.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>individual's drug abuse on friends and family and how it can become a public health problem for society at large.</p>	<p>risk/benefit of each DOK 2</p> <p>Categorize over-the-counter medicine, prescription medicine and illicit drugs. DOK 2</p> <p>Predict the impact of commonly abused substances on individuals, families and the community. DOK 2</p> <p>Construct a plan to assist a person dealing with drug or alcohol dependency or addiction DOK 3</p> <p>Critique a plan to promote drug abuse awareness/prevention and ways to seek help. DOK 4</p>
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<p>Unit 7: Health –Health Care/Disease Prevention</p>	<p>(1 week) 3-4 sessions</p>	<p>2.1.12.C.1 Determine diseases and health conditions that may occur during one’s lifespan and identify prevention and treatment strategies.</p> <p>2.1.12.C.2 Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.</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>1. Examine behaviors during one’s lifespan that can either prevent or contribute to one’s risk of disease or other health conditions and investigate potential strategies for prevention and treatment.</p> <p>2. Analyze a variety of solutions to health issues based on cost, availability, accessibility, benefits, or accreditation and determine the effect of accessibility and affordability of healthcare on family, community, and global health.</p>	<p>Identify diseases, their cause, prevention strategies and treatments (DOK 1)</p> <p>Calculate the financial impact of healthcare on people in various situations. (DOK 1)</p> <p>Predict how specific lifestyle choices may lead to certain diseases (DOK 2)</p> <p>Collect and display data on the cost and availability of healthcare in America and other countries. (DOK 2)</p> <p>Investigate strategies to promote disease awareness can prevention to others, including the community (DOK 3)</p> <p>Compare the impact cost and availability of healthcare has on overall</p>

				<p>health of various populations in America and other countries (DOK 3)</p> <p>Critique the current healthcare system in America and provide evidence that it is sufficient or provide suggestions for improvement (DOK 4)</p>
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