



Kingsway Regional School District

Committed to Excellence

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| Course Name: PE & Health 12 | Grade Level(s): 12 |
| 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 in 12th grade Physical Education, students will engage in three major areas of study: fitness, individual & dual sports, and cooperative learning activities. Students will participate in a variety of lessons that incorporate major components of the New Jersey Student Learning Standards for Health & Physical Education. Students will be informally and formally assessed based on their understanding of the units listed above throughout the duration of the year. Sportsmanship, strategy and movement concepts will be integrated throughout all areas of study.

Over the course of this year in 12th grade Health Education, students will explore safety and first aid care. Students will be equipped with the skills and knowledge to perform tasks such as: before giving care, cardiac & breathing emergencies and first aid care. Taking responsibility for the care of oneself and others is an essential step in maintaining a healthy lifestyle.

Proficiencies and Pacing Guide:

Course Title: PE & Health 12

Prerequisite(s): PE & Health 11

| Unit Title: | Number of Weeks | Relevant Content Standards: | Learning Goals: | Learning Objectives/Topics and Skills (Identify the DOK Level) |
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| <p>Unit 1: PE - Fitness</p> | <p>7 weeks</p> | <p>2.6.12.A.2 Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principles. (FITT and additional training principles)</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. Students will identify a personal fitness goal (muscle tone, muscle strengthening and/or weight loss) then will develop and implement a fitness plan to achieve their goal.</p> <p>2. Students will apply fitness components (muscular strength, muscular endurance, flexibility, cardiovascular endurance and body mass index) into each lesson in physical education.</p> | <p>Identify the five components of fitness (DOK 1)</p> <p>State personal fitness goals for the year (DOK 1)</p> <p>Compare pre fitness assessment scores with post fitness assessment scores to determine areas of improvement and/or decline (DOK 2)</p> <p>Summarize fitness scores after each assessment to determine fitness area according to age appropriate scores (DOK 2)</p> <p>Construct a fitness program in relation to fitness goals for the year (DOK 3)</p> <p>Differentiate between each component of fitness and describe the importance of each (DOK 3)</p> <p>Analyze the success of the personal fitness program (DOK 4)</p> <p>Apply concepts of fitness through a variety of different fitness activities, individual & dual sports, and cooperative learning activities (DOK 4)</p> |

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| <p>Unit 2: PE - Individual & Dual Sports</p> | <p>10 weeks</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.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>1. Students will engage in a variety of individual & dual sports that will transition to life-long activities so students continue to live a healthy and active lifestyle.</p> <p>2. Students will critique, enhance and discuss technology for each individual & dual sport.</p> | <p>Identify the different activities and sports that comprise individual & dual sports (DOK 1)</p> <p>Compare and contrast the differences between individual activities/sports and dual activities/sports (DOK 2)</p> <p>Critique personal successes and failures in each individual & dual activity (DOK 3)</p> <p>Construct accommodations for each individual & dual sport (DOK 3)</p> <p>Assess mindfulness techniques and how they apply to individual & dual sports (DOK 3)</p> <p>Investigate ways technology can enhance individual & dual sports (DOK 3)</p> <p>Apply concepts for each individual & dual activity to prepare for a lifetime of healthy and active living (DOK 4)</p> <p>Connect the five components of fitness and how they tie into individual & dual sports (DOK 4)</p> |
| <p>Unit 3: PE - Cooperative Learning Activities</p> | <p>10 weeks</p> | <p>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> <p>2.5.12.A.4 Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and</p> | <p>1. Students will identify and demonstrate how engaging in cooperative activities can impact the effects of genetics, gender, age, nutrition, and activity level, on body composition.</p> <p>2. Students will exemplify sportsmanship, cooperative skills, and teamwork while participating in a</p> | <p>Use sportsmanship and fairness throughout all cooperative learning activities (DOK 1)</p> <p>Modify skills and/or actions needed to complete a common goal based on group pairings (DOK 2)</p> <p>Understand the cause/effect certain actions have on genetics, gender, age,</p> |

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| | | <p>effective.</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>variety of cooperative learning activities.</p> | <p>nutrition, activity level and body composition (DOK 2)</p> <p>Investigate different solutions to reach the common goal of the activity (DOK 3)</p> <p>Cite evidence about how certain actions can change the outcome of the activity (DOK 3)</p> <p>Critique personal behavior(s) and how they affect the outcome of an activity (DOK 4)</p> <p>Connect the values of good sportsmanship, cooperation, and safety and how they can be applied over a wide variety of different activities (DOK 4)</p> <p>Analyze safety procedures and how they impact the value and/or goals of the activity (DOK 4)</p> <p>Apply concepts learned throughout different cooperative learning activities to everyday life (DOK 4)</p> <p>Analyze how utilizing mindfulness can create a better learning environment for oneself and group (DOK 4)</p> |
| <p>Unit 4: Health - Before Giving Care</p> | <p>2 weeks</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</p> | <p>1. Students will analyze the importance of using protective barriers prior to giving care.</p> <p>2. Students will engage in critical thinking to determine unusual sights, unusual sounds, unusual appearances, and unusual odors.</p> | <p>Recognize when an emergency exists (DOK 1)</p> <p>Predict hazards in order to avoid potential harmful situations (DOK 2)</p> <p>Compare the use of barriers to determine which will be more successful or attainable (DOK 3)</p> |

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| | | defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies. | | <p>Hypothesize how the situation occurred in order to assess the situation (DOK 3)</p> <p>Analyze each of the steps of emergency services and how they can be applied to help victims in need (DOK 4)</p> |
| Unit 5: Health - Cardiac/Breathing Emergencies | 4 weeks | <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>1. Students will analyze different cardiac emergencies and determine the proper care needed to care for victims.</p> <p>2. Students will analyze different breathing emergencies and determine the proper care needed to care for victims.</p> | <p>Define cardiac and breathing emergencies (DOK 1)</p> <p>Predict triggers that could lead to cardiac and/or breathing emergencies (DOK 2)</p> <p>Assess cardiac/breathing emergencies in order to determine the proper level of care (DOK 3)</p> <p>Formulate a plan to ensure the victim is receiving the necessary care (DOK 3)</p> <p>Apply concepts learned through CPR/AED care to give proper chest compressions, rescue breaths and AED pad placement (DOK 4)</p> <p>Prove the correlation between breathing emergencies and cardiac emergencies (DOK 4)</p> <p>Analyze how back blows, abdominal thrusts and chest thrusts help a choking adult/child/infant (DOK 4)</p> |
| Unit 6: Health - First Aid Care | 3 weeks | 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>1. Students will assess soft tissue injuries to determine the protocol needed to care for victims.</p> <p>2. Students will evaluate muscle, bone</p> | <p>List different soft tissue injuries and how they occur (DOK 1)</p> <p>Name the different types of muscle, bone & joint injuries and how they occur</p> |

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| | | <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>& joint injuries to determine the techniques needed to care for victims.</p> | <p>(DOK 1)</p> <p>Compare the care needed for different soft tissue injuries and muscle, bone & joint injuries (DOK 2)</p> <p>Differentiate minor injuries and major injuries to identify the proper care needed (DOK 3)</p> <p>Construct a personal first aid kit and identify and explain the importance of each item listed (DOK 3)</p> <p>Apply concepts for controlling external bleeding (DOK 4)</p> <p>Analyze each soft tissue injury and muscle, bone & joint injury to determine causes and effects of each injury (DOK 4)</p> |
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