

Paulsboro Public Schools

Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Steph Taraschi, Paulette Cwik, Brenda Caltabiano, Nick Cappolina & John Crain

Course Title: Physical Education

Unit Name: Fitness

Grade Level: 7 and 8

<p>Content Statements Students will learn the value of rhythmic exercise and the importance of becoming physically fit. Students will learn how to use equipment to become more physically fit and develop an individual program for their performance.</p>	<p>Cumulative Progress Indicators (CPI) 2.2.8 C,D All 2.5.8 A,B,C All 2.6.8 A All</p>
<p>Overarching Essential Questions Will I have fun learning fitness activities? Will exercise be good for my body? Will these skills help me to play sports in high school? Will using fitness equipment become important throughout my lifetime? Will I be able to follow a physical fitness program? Will music enhance my physical fitness experience?</p>	<p>Overarching Enduring Understandings Exercise is good for my body. Being physically fit will help me to make a sports team in high school. The more physically fit I become the more fun exercise is. Utilizing equipment will help me accomplish my fitness goals quicker. Following a physical fitness program will help me to maintain good health. Music helps me to exercise better.</p>
<p>Unit Essential Questions Will kids make fun of me while I am learning physical fitness? What do I do if I don't succeed? How can some students perform better than others? How do I use the equipment safely? How can physical fitness help me? Will physical fitness help me when I am on a team? Will I practice physical fitness throughout my lifetime? Will I be able to learn the basics of a physical fitness program? How can rhythmic make me more physically fit?</p>	<p>Unit Enduring Understandings I can become healthy by practicing physical fitness. I can learn from my mistakes. I can be patient with others. I can work harder to become more physically fit. When I exercise using equipment properly will prevent me and others from injury. Once I become physically fit I will perform better on athletic teams. I can have fun while becoming physically fit. Individual sports can be played throughout my lifetime. Individual sports will make me a better team player. I can use a physical fitness program throughout my lifetime. I can use music as a motivational force throughout fitness activities.</p>
<p>Unit Rationale Students need physical fitness to keep them healthy. Students need to perform fitness activities to improve their coordination, skill level, stamina, and self confidence. Student need to work at their own pace. Students need to find success through physical fitness. Students can use rhythmic activities to become more physically fit.</p>	<p>Unit Overview Students will understand how physical fitness will enable them to keep active throughout their lifetime. Physical fitness can be practiced individually to help prepare for team sports or outside activities. They will realize the benefits of exercise and how important it should be in their daily lives. Although they will be performing individual skills they will also learn how to cooperatively work with others. Using rhythmic exercises makes physical fitness more enjoyable.</p>
<p>Authentic Learning Experiences Students will be actively participating in all activities.</p>	
<p>21st Century Skills and Themes Global: Students will be aware that everyone in the world can practice physical fitness. Civic Literacy: Practicing physical fitness will prepare students for community /recreational activities</p>	

Critical thinking and problem solving: An individual fitness program will help the students to assess the task at hand and how they can perform better.

Unit Learning Targets/Scaffolding to CPIs

Students entering high school will be become more physically fit and improve their performance. This will also prepare them to perform team sports and outside activities.

Key Terms

Cooperative learning
Determination
Don't give up
Don't touch each other
Exercise
Perseverance
Personal space
Positive attitude
Proper care of equipment
Respect others
Safety terms
Self-esteem
Show patience
Sportsmanship
Work hard

Instructional Strategies

Monitor, demonstrate, supervise, observe, participate, facilitate

Customizing Learning/ Differentiation

Gifted athletes may demonstrate or lead a skill.
Modify activity for special needs students.
Partner special needs students with students who have performed at a higher fitness level.
Group mainstreamed students with all class members.

Formative Assessments

Participation and observation, discussion, written test, class preparation, physical fitness log

Interdisciplinary Connections

Music: songs used while performing rhythmic activities.
Science: knowledge of the body

Resources

Equipment, music

Suggested Activities for Inclusion in Lesson Planning

Jump ropes
Rhythmic activities
Fitness
Weight room

Unit Timeline

3 week per fitness unit

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Written By: Steph Taraschi, Paulette Cwik, Brenda Caltabiano, Nick Cappolina & John Crain

Course Title: Physical Education

Unit Name: Individual Activities

Grade Level: 7 & 8

<p>Content Statements Students will be learning various ways to exercise individually which will enable them to perform more effectively when they become involved in team sports.</p>	<p>Cumulative Progress Indicators (CPI) 2.2.8 C,D All 2.5.8 A,B,C All 2.6.8 A All</p>
<p>Overarching Essential Questions Will I have fun doing these activities? Will exercise be good for my body? Will these skills help me to play sports in high school?</p>	<p>Overarching Enduring Understandings Exercise is good for my body. Exercise will help me to make a sports team in high school. The more skilled I become the more fun exercise is.</p>
<p>Unit Essential Questions Will kids make fun of me while I am learning individual sports? What do I do if I don't succeed? How can some students do it better than others? How do I use the equipment safely? How can individual sports help me? How will individual sports help me when I am on a team? Will I be able to use these sports throughout my lifetime? Can individual sports be fun?</p>	<p>Unit Enduring Understandings I can become healthy by performing individual sports. I can learn from my mistakes. I can be patient with others. I can work harder to become more successful. When I exercise using equipment properly will prevent me and others from injury. I can play individual sports in school. I can have fun while playing individual sports. Individual sports can be played throughout my lifetime. Individual sports will make me a better team player.</p>
<p>Unit Rationale Students need individual sports to keep them healthy. Students need to perform individual activities to improve their coordination, skill level, stamina, and self confidence. Student need to work at their own pace. Students need to find success to enjoy lifelong activities.</p>	<p>Unit Overview Students will understand how individual sports will keep them active throughout their lifetime and they can perform them without the need of team members. They will realize the benefits of exercise and how important it should be in their daily lives. Although they will be performing individual skills they will also learn how to cooperatively work with others.</p>
<p>Authentic Learning Experiences Students will be actively participating in all activities.</p>	
<p>21st Century Skills and Themes Global: Students will be aware that everyone in the world can participate in individual sports. Civic Literacy: Experiencing individual activities will prepare students for community /recreational activities Critical thinking and problem solving: Learn to work individually to assess the task at hand and how they can perform better.</p>	
<p>Unit Learning Targets/Scaffolding to CPIs Students entering high school will be prepared for a higher level of play. This will also prepare them to perform team sports.</p>	
<p>Key Terms Cooperative learning Determination Don't give up Don't touch each other Exercise Perseverance Personal space</p>	

Positive attitude Proper care of equipment Respect others Safety terms Self-esteem Show patience Sportsmanship Work hard
Instructional Strategies Monitor, demonstrate, supervise, observe, participate, facilitate
Customizing Learning/ Differentiation Gifted athletes may demonstrate or lead a skill. Modify activity for special needs students. Group mainstreamed students with all class members.
Formative Assessments Participation and observation, discussion, written test, class preparation
Interdisciplinary Connections Music, science
Resources Equipment, music
Suggested Activities for Inclusion in Lesson Planning Cross Country Wrestling (males only) Track
Unit Timeline 3 week per individual sport

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Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Steph Taraschi, Paulette Cwik, Brenda Caltabiano, Nick Cappolina & John Crain

Course Title: Physical Education

Unit Name: Team Sports

Grade Level: 7 & 8

<p>Content Statements Students will be learning various ways to exercise as a group which will enable them to perform more effectively in a team situation.</p>	<p>Cumulative Progress Indicators (CPI) 2.2.8 C, D – All 2.5.8 A, B C – All 2.6.8 A -- All</p>
<p>Overarching Essential Questions Will I have fun working with others? Will exercise be good for my body? Will these skills help me to play sports in high school? Will I be able to work well with others? Will I learn the values of good sportsmanship?</p>	<p>Overarching Enduring Understandings Exercise is good for my body. Exercise will help me to make a sports team in high school. The more I learn in a cooperative environment the more I will enjoy exercise. I will discover that sportsmanship is vital to team sports.</p>
<p>Unit Essential Questions Will kids make fun of me while I am learning team sports? What will I do if I cannot work in a team environment? How can some students perform better than others? How do I use the equipment safely? How can team sports help me? How can team sports make me a better athlete? Will I be able to use these sports throughout my lifetime? Can team sports be fun? How does sportsmanship contribute to a team's success?</p>	<p>Unit Enduring Understandings I can become healthy by performing team sports. I can learn from my mistakes. I can be patient with others. I can work harder to become more successful. When I exercise using equipment properly will prevent me and others from injury. I can play team sports in school. I can have fun while playing team sports. Some team sports can be played throughout my lifetime. Sportsmanship will help me be a better team player.</p>
<p>Unit Rationale Students need team sports to keep them healthy. Students need to perform group activities to improve their coordination, skill level, stamina, and self confidence. Student need to work with others. Students need to find success to enjoy lifelong activities. Students need to understand the importance of sportsmanship.</p>	<p>Unit Overview Students will understand how team sports will keep them active throughout their lifetime and they can perform them cooperatively with others. They will realize the benefits of exercise and how important it should be in their daily lives. Students will learn the value of working with others and the importance of sportsmanship.</p>
<p>Authentic Learning Experiences Students will be actively participating in all activities.</p>	
<p>21st Century Skills and Themes Global: Students will be aware that everyone in the world can participate in team sports. Civic Literacy: Experiencing group activities will prepare students for community /recreational activities Critical thinking and problem solving: Learn to work together to assess the task at hand and how they can perform better.</p>	
<p>Unit Learning Targets/Scaffolding to CPIs Students entering high school will be prepared for a higher level of play. This will also prepare them to perform team sports at a higher level.</p>	
<p>Key Terms Cooperative learning Determination Don't give up</p>	

<p>Don't touch each other</p> <p>Exercise</p> <p>Perseverance</p> <p>Personal space</p> <p>Positive attitude</p> <p>Proper care of equipment</p> <p>Respect others</p> <p>Safety terms</p> <p>Self-esteem</p> <p>Show patience</p> <p>Sportsmanship</p> <p>Work hard</p>
<p>Instructional Strategies</p> <p>Monitor, demonstrate, supervise, observe, participate, facilitate</p>
<p>Customizing Learning/ Differentiation</p> <p>Gifted athletes may demonstrate or help to lead a team.</p> <p>Modify activity for special needs students.</p> <p>Group mainstreamed students with all class members.</p>
<p>Formative Assessments</p> <p>Participation and observation, discussion, written test, class preparation</p>
<p>Interdisciplinary Connections</p> <p>Music: motivational music during group activity</p> <p>Science: knowledge of the body</p>
<p>Resources</p> <p>Equipment, music</p>
<p>Suggested Activities for Inclusion in Lesson Planning</p> <p>Field hockey</p> <p>Soccer</p> <p>Football</p> <p>Softball</p> <p>Volleyball</p> <p>Basketball</p> <p>Lacrosse</p> <p>Team Handball</p> <p>Team Games</p> <p>Cooperative Learning Activities</p>
<p>Unit Timeline</p> <p>3 week per team sport.</p>

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Written By: Steph Taraschi, Paulette Cwik, Brenda Caltabiano, Nick Cappolina & John Crain**

Course Title: Health

Unit: Character and Drug Education

Grade Level: 7

<p>Content Statements Students will learn the responsible use of drugs. They will learn the value of balancing the four areas of health. Students will learn how suicide is preventable. Students will learn the dangers of the internet. Students will learn ways of making a proper decision.</p>	<p>Cumulative Progress Indicators (CPI) 2.1.8.A,B,C,D,E All</p>
<p>Overarching Essential Questions What are the four area of health and why do they need to be balanced? How does environment play a role in a person’s development? Why is decision making important? What role does environment play on a person’s life? How do drugs enter the body? What are the consequences of being addicted to drugs? How can the use of drugs be prevented? Why are cigarettes detrimental to one’s health? How can suicide be prevented? How can the internet be dangerous?</p>	<p>Overarching Enduring Understandings The social, emotional, physical and mental components of health are vital to a person’s well-being. Decision making strategies should always be used. Home and physical environment play a major role in an individuals’ development. Drugs can enter the body many different ways. Drug addiction can ruin a persons’ life. Drug awareness can prevent drug use. The use of cigarettes causes many life-endangering diseases. Suicide prevention and careful internet use will keep a person safe.</p>
<p>Unit Essential Questions What happens when a person uses drugs? Why are there good drugs and bad drugs? What will happen to my body if I use cigarettes? What decision-making strategies are helpful to me? Why is suicide more common with teenagers? How can the internet be harmful to me?</p>	<p>Unit Enduring Understandings I know how to stay away from drugs. I understand that cigarettes, drugs and alcohol are illegal. I know how to say no to drugs. There are always new drugs to be aware of. Suicide is preventable. I understand that the internet has good and bad uses. I know that family values help in the decision-making process.</p>
<p>Unit Rationale A junior high student has many difficult decisions to face after leaving elementary school. This class will help to keep them informed of the dangers of drug abuse, the importance of making proper decisions, and the consequences of drug abuse. They will learn the value of the internet and the harm it can cause. They need to know the preventative measures of suicide.</p>	<p>Unit Overview Students will receive information about the components of health and the proper way to balance them. They will understand the importance of staying away from drugs and the consequences of their use. They will know suicide prevention strategies and the proper use of the internet.</p>
<p>Authentic Learning Experiences Active participation of all students in role playing, class discussion, and oral reports</p>	
<p>21st Century Skills and Themes Technology: Internet, Power point, videos, posters Global: Students will learn that students all over the world learn about the dangers of misusing drugs and that students are also taught how to make proper decisions. Civic Literacy: The students will use their knowledge of drugs, the internet, and decision making to help younger siblings and neighbors to lead a safer life. Critical Thinking and Problem Solving: By enacting real life situations the students use their problem-solving techniques to say no and to stay away from harmful drugs.</p>	
<p>Unit Learning Targets/Scaffolding to CPIs</p>	

Students will be building off of the drug education program in 6th grade. They will learn in more detail the negative effects of drugs. They will learn new decision-making skills.

Key Terms

<http://teens.drugabuse.gov/utilities/glossary.php2.1>.

Instructional Strategies

Lecture, video, power point, role play, class discussion

Customizing Learning/ Differentiation

Allow more time for students with disabilities, modify the care for students with disabilities, partner gifted students with main line students to practice to study for tests, give students with disabilities outline handouts for written tests

Formative Assessments

Tests, power points, class projects, oral reports

Interdisciplinary Connections

Science
Physical Education
Consumer Education

Resources

Videos
Internet
Textbook
Books
Magazines
Web Sites
<http://www.drugabuse.gov/scienceofaddiction/>
<http://teens.drugabuse.gov/>

Suggested Activities for Inclusion in Lesson Planning

Worksheets
Note-Taking
Wellness and Hygiene
Heredity and Environment
Character Development
Making Proper Decisions
Saying no to alcohol, tobacco and drugs
Responsible use of drugs
Suicide
Internet dangers

Unit Timeline

8 weeks

Wellness and Heredity - 2 weeks
Drug Education and Decision Making – 4 weeks
Suicide – 1 week
Internet Dangers – 1 week

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Written By: Steph Taraschi, Paulette Cwik, Brenda Caltabiano, Nick Cappolina & John Crain

Course Title: Health Unit Name: Basic Human Sexuality and Basic First Aid Grade Level: 8

<p>Content Statements Students will learn basic sexuality information and basic first aid.</p>	<p>Cumulative Progress Indicators (CPI) 2.1.8.A,C,E,F All 2.4.8.A,B,C All</p>
<p>Overarching Essential Questions How does my body work? How does a healthy relationship affect me? What is internet dating? What do I need to know about my reproductive system? How do I keep my body healthy? Why do I need to go to the doctor for my reproductive system? What do I need to know about communicable and non-communicable diseases? How do I perform a breast self exam and a testicular self exam? Who benefits from the breast walk? Why do I need to know basic first aid? What happens to a teenage girl when she gets pregnant? What are the stages of labor?</p>	<p>Overarching Enduring Understandings My body is very important and I need to keep it healthy. Learning about my reproductive systems will keep me aware of any problems and help me understand how to take care of those problems. Anyone can catch a disease. Being in a healthy relationship will teach me good things. Internet dating can be dangerous. Teenage girls who have unprotected sex can get pregnant. Learning basic first aid can help save a life. People who perform self breast exams and testicular exams can detect a lump themselves.</p>
<p>Unit Essential Questions What happens if someone finds a lump in their breasts or testes? What do I do if I have a communicable disease? How do I date by using the internet? What do I do if I have a non-communicable disease? What do I do if I think I am pregnant? What will happen to my body if I get pregnant? What do I do if I get pregnant at a young age? When will I use basic first aid? When should I start dating? What is a healthy relationship?</p>	<p>Unit Enduring Understandings I know how to have a healthy relationship. I know how to check my breasts and tests. I know what will happen during birth. I know how to perform basic first aid. I know how my reproductive system works. I understand the pros and cons of dating. I understand the signs and symptoms of communicable and non-communicable diseases. I know how to detect pregnancy.</p>
<p>Unit Rationale A teenager in high school is going to start dating and needs to understand the importance of a healthy relationship. They will need to understand how their body works especially their reproductive systems and how to keep it healthy. They will learn the need for BSE and TSE during high school and throughout life. They will need basic first aid training throughout their lifetime.</p>	<p>Unit Overview Students will receive information about their reproductive systems and how to keep it healthy. They will know how to perform BSE and TSE. They will know how to perform basic first aid skills. They will understand the benefits of a healthy relationship. They will know the difference between communicable and non-communicable diseases.</p>
<p>Authentic Learning Experiences Active participation of students, class discussion, role playing, lecture</p>	
<p>21st Century Skills and Themes Technology: Internet, Power point, videos Global: Students will learn that students all over the world learn about their body and how it works and what needs to be done to keep it healthy.</p>	

Civic Literacy: The students will use their knowledge of the reproductive systems and basic first aid to help keep themselves and others healthy.

Critical Thinking and Problem Solving: Students will need to use problem solving skills when they start dating and experiencing pressure situations.

Unit Learning Targets/Scaffolding to CPIs

Students will be building off body systems learned in elementary school and will concentrate on the reproductive systems.

Key Terms

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

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

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

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

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

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

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

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

Instructional Strategies

Lecture, video, class discussion, role playing, power point

Customizing Learning/ Differentiation

Allow more time for students with disabilities, modify care for students with disabilities, partner gifted students with main line students when doing class work, give students with disabilities outline handouts for written tests

Formative Assessments

Tests, quizzes, power points, projects, presentations

Interdisciplinary Connections

Science: knowledge of the body

Consumer education: understanding targeted marketing of internet dating

Physical education: the importance of having a healthy body and how to keep it healthy

Resources

videos, internet, magazines, health book, handouts

Suggested Activities for Inclusion in Lesson Planning

Project

Report

PowerPoint presentation

Partner introductions

Handouts

Worksheets

Group discussion

Note taking

Manikin work

Unit Timeline

1 week on dating and healthy relationships

2 week on reproductive systems

1 week on HIV/AIDS and communicable and non-communicable diseases

1 week on basic first aid and safety

2 weeks on breast and testicular self –exams, breast walk, doctors visits

2 weeks on stages of labor, teen pregnancy and methods to confirm pregnancy

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Written By: Steph Taraschi, Paulette Cwik, Brenda Caltabiano, Nick Cappolina & John Crain

Course Title: PE

Unit Name: Fitness

Grade Level: 9 thru 12

<p>Content Statements Students will learn the value of dance and yoga as important components of becoming physically fit. Students will learn how to use equipment to become more physically fit and develop an individual program for their performance.</p>	<p>Cumulative Progress Indicators (CPI) 2.5.12.A, B, C All 2;6.12.A All</p>
<p>Overarching Essential Questions Will I have fun learning fitness activities? Will exercise be good for my body? Will these skills help me to play sports in high school? Will using fitness equipment become important throughout my lifetime? Will I be able to follow a physical fitness program? Will dance and yoga help me become more physically fit? Will I be able to do yoga and dance throughout my lifetime? Will power walking improve my fitness level?</p>	<p>Overarching Enduring Understandings Exercise is good for my body. Being physically fit will help me to make a sports team in high school. The more physically fit I become the more fun exercise is. Utilizing equipment will help me accomplish my fitness goals quicker. Following a physical fitness program will help me to maintain good health. Dance and yoga will help my co-ordination, balance, and self-confidence. Dance, power walking and yoga are activities I can do throughout my lifetime.</p>
<p>Unit Essential Questions Will kids make fun of me while I am learning physical fitness? What do I do if I don't succeed? How can some students perform better than others? How do I use the equipment safely? How can physical fitness help me? Will physical fitness help me when I am on a team? Will I practice physical fitness throughout my lifetime? Will I be able to learn the basics of a physical fitness program? How can dance make me more physically fit, improvement my co-ordination, and build up my self-confidence. How can yoga help me get physically fit and improve my co-ordination and self-confidence? How can power walking increase my cardiovascular endurance?</p>	<p>Unit Enduring Understandings I can become healthy by practicing physical fitness. I can learn from my mistakes. I can be patient with others. I can work harder to become more physically fit. When I exercise using equipment properly will prevent me and others from injury. Once I become physically fit I will perform better on athletic teams. I can have fun while becoming physically fit. Individual sports can be played throughout my lifetime. Individual sports will make me a better team player. I can use a physical fitness program throughout my lifetime. I can use music as a motivational force throughout fitness activities. I can practice yoga to become physically fit and development my co-ordination and self confidence. Dance can help me become physically fit and improve my co-ordination and self-confidence. I can power walk to improve my cardiovascular endurance.</p>

<p>Unit Rationale Students need physical fitness to keep them healthy. Students need to perform fitness activities to improve their coordination, skill level, stamina, and self confidence. Student need to work at their own pace. Students need to find success through physical fitness. Students can use yoga and dance to improve their fitness level, coordination and self confidence. Students can use power walking to improve their cardiovascular endurance.</p>	<p>Unit Overview Students will understand how physical fitness will enable them to keep active throughout their lifetime. Physical fitness can be practiced individually to help prepare for team sports or outside activities. They will realize the benefits of exercise and how important it should be in their daily lives. Although they will be performing individual skills they will also learn how to cooperatively work with others. Dance makes physical fitness more enjoyable. Yoga not only helps students stay physically fit but it also helps with their flexibility, balance, and coordination. Power walking will improve a student’s cardiovascular endurance.</p>
<p>Authentic Learning Experiences Students will be actively participating in all activities.</p>	
<p>21st Century Skills and Themes Global: Students will be aware that everyone in the world can practice physical fitness through weight training, yoga, and dance. Civic Literacy: Practicing physical fitness will prepare students for community /recreational activities Critical thinking and problem solving: An individual fitness program will help the students to assess the task at hand and how they can perform better. Dance will prepare students for social interaction with others in a fun environment.</p>	
<p>Unit Learning Targets/Scaffolding to CPIs Students in high school will be become more physically fit and improve their performance. This will also prepare them to perform team sports and outside activities.</p>	
<p>Key Terms Cooperative learning Determination Don’t give up Don’t touch each other Exercise Follow the dance cues Listen carefully Perseverance Personal space Positive attitude Proper care of equipment Respect others Safety terms Self esteem Show patience Sportsmanship Work hard</p>	
<p>Instructional Strategies Monitor, demonstrate, supervise, observe, participate, facilitate</p>	
<p>Customizing Learning/ Differentiation Gifted athletes may demonstrate or lead a skill. Modify activity for special needs students. Partner special needs students with students who have performed at a higher fitness level. Group mainstreamed students with all class members.</p>	
<p>Formative Assessments Participation and observation, discussion, written test, class preparation, physical fitness log</p>	
<p>Interdisciplinary Connections Music: songs utilized for the various exercises and dances Science: knowledge of the body</p>	

Resources

Equipment, stereo equipment, CDs

Suggested Activities for Inclusion in Lesson Planning

Dance

Fitness

Weight room

Aerobics

Dynamic Stretching

Cardiovascular Activities

Power walking

Unit Timeline

3 week per fitness unit

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Course Title: PE

Unit Name: Individual and Dual Sports

Grade Level: 9 thru 12

<p>Content Statements Students will be learning various ways to exercise individually or with a partner which will enable them to perform more effectively when they become involved in team sports.</p>	<p>Cumulative Progress Indicators (CPI) 2.5.12.A,B,C All 2.6.12.A All</p>
<p>Overarching Essential Questions Will I have fun doing these activities? Will exercise be good for my body? Will these skills help me to play sports in high school?</p>	<p>Overarching Enduring Understandings Exercise is good for my body. Exercise will help me to make a sports team in high school. The more skilled I become the more fun exercise is.</p>
<p>Unit Essential Questions Will kids make fun of me while I am learning individual sports? What do I do if I don't succeed? How can some students perform better than others? How do I use the equipment safely? How can individual sports help me? How will individual sports help me when I am on a team? Will I be able to use these sports throughout my lifetime? Can individual sports be fun?</p>	<p>Unit Enduring Understandings I can become healthy by performing individual and dual sports. I can learn from my mistakes. I can be patient with others. I can work harder to become more successful. When I exercise using equipment properly will prevent me and others from injury. I can play individual sports in school. I can have fun while playing individual sports. Individual sports can be played throughout my lifetime. Individual sports will make me a better team player.</p>
<p>Unit Rationale Students need individual sports to keep them healthy. Students need to perform individual activities to improve their coordination, skill level, stamina, and self confidence. Student need to work at their own pace. Students need to find success to enjoy lifelong activities. Students can practice individual activities independently.</p>	<p>Unit Overview Students will understand how individual sports will keep them active throughout their lifetime and they can perform them without the need of team members. They will realize the benefits of exercise and how important it should be in their daily lives. Although they will be performing individual skills they will also learn how to cooperatively work with others. Students can also practice their skills by themselves.</p>
<p>Authentic Learning Experiences Students will be actively participating in all activities.</p>	
<p>21st Century Skills and Themes Global: Students will be aware that everyone in the world can participate in individual sports. Civic Literacy: Experiencing individual activities will prepare students for community /recreational activities Critical thinking and problem solving: Learn to work individually to assess the task at hand and how they can perform better.</p>	
<p>Unit Learning Targets/Scaffolding to CPIs Students entering high school will be prepared for a higher level of play. This will also prepare them to perform team sports.</p>	
<p>Key Terms Cooperative learning Determination Don't give up Don't touch each other Exercise</p>	

Perseverance
Personal space
Positive attitude
Proper care of equipment
Respect others
Safety terms
Self esteem
Show patience
Sportsmanship
Work hard

Instructional Strategies

Monitor, demonstrate, supervise, observe, participate, facilitate

Customizing Learning/ Differentiation

Gifted athletes may demonstrate or lead a skill.
Modify activity for special needs students.
Group mainstreamed students with all class members.

Formative Assessments

Participation and observation, discussion, written test, class preparation

Interdisciplinary Connections

Music: songs used while performing activities
Science: knowledge of the body

Resources

Equipment, music

Suggested Activities for Inclusion in Lesson Planning

Tennis (9-12)
Badminton (11-12)
Ping Pong (9-12)
Golf (11-12)
Archery (11-12)
Powerwalking (9-12)
Cardiovascular Activities (9-12)

Unit Timeline

3 week per individual sport.

Paulsboro Public Schools

Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Steph Taraschi, Paulette Cwik, Brenda Caltabiano, Nick Cappolina & John Crain

Course Title: PE

Unit Name: Team Sports

Grade Level: 9 – 12

<p>Content Statements Students will be learning various ways to exercise as a group which will enable them to perform more effectively in a team situation.</p>	<p>Cumulative Progress Indicators (CPI) 2.5.12.A,,B,C All 2.6.12.A All</p>
<p>Overarching Essential Questions Will I have fun working with others? Will exercise be good for my body? Will these skills help me to play sports in high school? Will I be able to work well with others? Will I learn the values of good sportsmanship? Will I be able to play these sports in college?</p>	<p>Overarching Enduring Understandings Exercise is good for my body. Exercise will help me to make a sports team in high school. The more I learn in a cooperative environment the more I will enjoy exercise. I will discover that sportsmanship is vital to team sports. I could play these sports on a college team.</p>
<p>Unit Essential Questions Will kids make fun of me while I am learning team sports? What will I do if I cannot work in a team environment? How can some students perform better than others? How do I use the equipment safely? How can team sports help me? How can team sports make me a better athlete? Will I be able to use these sports throughout my lifetime? Can team sports be fun? How does sportsmanship contribute to a team's success?</p>	<p>Unit Enduring Understandings I can become healthy by performing team sports. I can learn from my mistakes. I can be patient with others. I can work harder to become more successful. When I exercise using equipment properly will prevent me and others from injury. I can play team sports in school. I can have fun while playing team sports. Some team sports can be played throughout my lifetime. Sportsmanship will help me be a better team player.</p>
<p>Unit Rationale Students need team sports to keep them healthy. Students need to perform group activities to improve their coordination, skill level, stamina, and self confidence. Student need to work with others. Students need to find success to enjoy lifelong activities. Students need to understand the importance of sportsmanship.</p>	<p>Unit Overview Students will understand how team sports will keep them active throughout their lifetime and they can perform them cooperatively with others. They will realize the benefits of exercise and how important it should be in their daily lives. Students will learn the value of working with others and the importance of sportsmanship.</p>
<p>Authentic Learning Experiences Students will be actively participating in all activities.</p>	
<p>21st Century Skills and Themes Global: Students will be aware that everyone in the world can participate in team sports. Civic Literacy: Experiencing group activities will prepare students for community /recreational activities Critical thinking and problem solving: Learn to work together to assess the task at hand and how they can perform better.</p>	
<p>Unit Learning Targets/Scaffolding to CPIs Students in high school will be prepared for a higher level of play. This will also prepare them to perform team sports at a higher level.</p>	
<p>Key Terms Cooperative learning</p>	

Determination
Don't give up
Don't touch each other
Exercise
Perseverance
Personal space
Positive attitude
Proper care of equipment
Respect others
Safety terms
Self-esteem
Show patience
Sportsmanship
Work hard

Instructional Strategies

Monitor, demonstrate, supervise, observe, participate, facilitate

Customizing Learning/ Differentiation

Gifted athletes may demonstrate or help to lead a team.
Modify activity for special needs students.
Group mainstreamed students with all class members.

Formative Assessments

Participation and observation, discussion, written test, class preparation

Interdisciplinary Connections

Music: motivational music during group activity
Science: knowledge of the body

Resources

Equipment, music

Suggested Activities for Inclusion in Lesson Planning

Basketball (9-12)
Football (9-12)
Frisbee (9-12)
Recreational Games (9-12)
Lacrosse (11-12)
Soccer (9-10)
Softball (9-12)
Street Hockey (11-12)
Team Handball (9-12)
Volleyball (9-12)
Pillo Pollo (9-10)
Speedball (9-12)

Unit Timeline

3 weeks per team sport

Paulsboro Public Schools

Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Steph Taraschi & Brenda Caltabiano,

Course Title: Health

Unit Name: Family Education

Grade Level: 9

<p>Content Statements This unit will emphasize a mature exploration of human sexuality, including rape, STDs, harassment, sexual health and pregnancy.</p>	<p>Cumulative Progress Indicators (CPI) 2.3.12.B.4-5; 2.4.12.B.1-5; 2.4.12.C.1-7</p>
<p>Overarching Essential Questions How do I deal with date rape? How do I use birth control? How do I get cancer? How do I protect myself from STDs? How do I deal with sexual harassment? How do I deal with teen pregnancy? How do I handle going to the gynecologist? How do I protect myself from viruses? How do I deal with dating? How does someone take care of themselves when they are pregnant?</p>	<p>Overarching Enduring Understandings Date rape is a crime. Teen pregnancy is very dangerous. Some STDs are curable. Sexual harassment must be reported. Dating in high school can be hard. A female's body changes when she gets pregnant. The father has to be involved with the pregnancy. Having unprotected sex can lead to HIV. There are ways to keep myself healthy.</p>
<p>Unit Essential Questions What happens at the gynecologist? What happens to a female's body when she is pregnant? What happens to a person when they have cancer? What kind of birth control can I purchase? What happens to my body if I have an STD? What happens to a person who commits date rape?</p>	<p>Unit Enduring Understandings I know how to prevent STDs. I know how to use birth control. I understand the legal aspects of date rape. I understand that some birth control can be purchased over the counter. I understand that some STD's are not curable. I understand the stages of labor.</p>
<p>Unit Rationale A teenager in high school has many tough decisions to make and this class will keep them informed about the dangers of unprotected sex and how to protect themselves from STDs. Also, what will happen to their bodies if they become pregnant and how dating and marriage plays an important part of a person's life?</p>	<p>Unit Overview Students will receive information about birth control and STDs. They will understand that abstinence should play a large part in their high school experience. Teen pregnancy can be extremely difficult to manage. They will watch movies and have class discussions on teenage life.</p>
<p>Authentic Learning Experiences Class discussion, role playing, lecture</p>	
<p>21st Century Skills and Themes Technology: Internet, Power point, videos Global: Students will become aware that using birth control should be a world wide effort and anyone anywhere can contract and STD if they don't protect themselves. Civic Literacy: The students will use their knowledge to better communicate with their parents and peers about pregnancy, birth control, rape, STD's, and cancers. Critical Thinking and Problem Solving: Students will need to use problem solving skills when they are in pressure situations.</p>	
<p>Unit Learning Targets/Scaffolding to CPIs Students will be building off female and male reproductive system information taught in 7th and 8th grade.</p>	
<p>Key Terms Ask questions Be prepared</p>	

<p>Listen Make good decisions Self-esteem Self-respect There are no stupid questions Think about what you are doing This is your life Use appropriate terms</p>
<p>Instructional Strategies Lecture, demonstrate, video, class discussion, role playing</p>
<p>Customizing Learning/ Differentiation Allow more time for students with disabilities, modify the care for students with disabilities, partner gifted students with main line students when doing class work</p>
<p>Formative Assessments Tests, quizzes, power points, projects</p>
<p>Interdisciplinary Connections Science: knowledge of the body Consumer education: understanding targeted marketing of preventing pregnancy Physical education: the importance of healthy living and protecting yourself</p>
<p>Resources videos, Internet, magazines, health book, handouts</p>
<p>Suggested Activities for Inclusion in Lesson Planning Written work from the book Video on date rape and answer questions Power point STD pictures and discussions Information on cancers in the reproductive systems Handouts on birth control and abstinence Handouts on STD's Information on HIV and AIDS Ryan White movie on AIDS "She's Too Young" video on Syphilis Lecture on pregnancy and what is expected from the male and female Brochure Web quest Research paper Video "411 on Sex" "Miracle of Life" video</p>
<p>Unit Timeline 2 weeks for rape, date rape, sexual harassment and dating 1 week on cancer of the reproductive systems and other viruses 2 weeks for STD's, HIV and AIDS and CDC, other viruses 2 weeks for pregnancy and marriage 2 weeks on birth control</p>

Paulsboro Public Schools

Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills

Written By: Steph Taraschi & Brenda Caltabiano,

Course Title: Health

Unit Name: Drivers Education

Grade Level: 10

<p>Content Statements Students will learn how to drive safely and how to obtain a drivers license.</p>	<p>Cumulative Progress Indicators (CPI) 2.1.12.D.3-5</p>
<p>Overarching Essential Questions How do I obtain my drivers license? How do I drive? How do I pay for a car? How do I obtain car insurance? How do I donate my organs? How do I take care of my car? How do I register my car and where do I go for car inspection? Will I understand the street signs? Do I need to take behind the wheel training? How much does a car cost? How do I become a safe driver? What are the rules with using a cell phone while driving?</p>	<p>Overarching Enduring Understandings Driving is a privilege and if I am not a safe driver I can lose my license. Getting my car inspected is very important to keep me safe. Understanding street signs will make me a better driver. Registering my car is very important. Being an organ donor is a great thing. There may be times when I can use my cell phone and not get in trouble. Getting behind the wheel training is going to make me a better driver. Drinking and driving can cause me to lose my license or something even worse.</p>
<p>Unit Essential Questions What happens if I don't drive carefully? What happens if I don't get my car inspected? What happens if I drive without my license? What happens if I take behind the wheel training? What happens if I fail my written test? What happens if I get into a car accident? What does car insurance do for me? What will I expect when buying a car? What happens if I drink and drive?</p>	<p>Unit Enduring Understandings I will be a safe driver. I will purchase car insurance. I will get my car inspected. I will not use my cell phone when driving except in an emergency. I will follow the street signs. I will research my options before buying a car. I will not drink and drive. I will pass my written test. I will pass my behind the wheel test.</p>
<p>Unit Rationale Introducing students to driving and teaching them the rules about driving. Teaching the students how to be safe while driving and what the consequences are for being an unsafe driver.</p>	<p>Unit Overview Students will be able to pass their written drivers test and be prepared to take the behind the wheel test. They must pass the written test with an 80%. They will take practice written tests on the computer and have the opportunity to take behind the wheel training.</p>
<p>Authentic Learning Experiences Class discussion , role playing, lecture</p>	
<p>21st Century Skills and Themes Technology: Internet, Power point, videos Global: Students will become aware that driving is an everyday thing and many people all over the world drive. Civic Literacy: The students will use their knowledge of driving to pass their written test and behind the wheel test. Critical Thinking and Problem Solving: By taking tests on the computer the students will be more prepared to pass the written test. If they take behind the wheel training they will be more prepared to pass the behind the wheel test.</p>	
<p>Unit Learning Targets/Scaffolding to CPIs</p>	

Students will be building off of a foundation of an understanding of personal safety that is essential to surviving. There are steps to take to be safe in certain situations and that is why we have driving laws. These skills will help students become responsible drivers.

Key Terms

Ask questions
Be safe
Follow directions
Listen
Make good decisions
Read the signs
Take your time
Think about what you are doing

Instructional Strategies

Lecture, video, class discussion, role playing, written and oral presentation

Customizing Learning/ Differentiation

Allow more time for students with disabilities; modify the care for students with disabilities; partner gifted students with main line students when they take the practice test on the computer or have class work.

Formative Assessments

Tests, quizzes, presentation, certification written test

Interdisciplinary Connections

Science: understanding of what happens to the brain and reaction time while using drugs and alcohol and driving
Consumer education: understanding targeted marketing of auto purchase and insurance
Physical education: knowledge of living a healthy lifestyle and safety

Resources

Videos, Internet, drivers manual, book, handouts

Suggested Activities for Inclusion in Lesson Planning

Written and oral presentation
Practice test on the computer
Book work on street signs
How to pay for a car and insurance
Written test
Behind the wheel training information
Organ donor presentation
Drivers manual breakdown
Provisional license
Drivers license
Drinking and driving
Cell phones while driving

Unit Timeline

1 week for The New Jersey driver license system and NJ driver test
1 week for Driver safety and rules of the road, safe driving rules and regulations
1 week for Defensive driving and drinking, driver privileges and penalties, sharing the road with others
1 week for drinking, drug and driving
1 week for vehicle information, essential driver information
1 week driver safety
1 week for street signs and road markings, presentation
1 week for MVC locations and organ donor
1 week for preparation for written test

Paulsboro Public Schools

Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Steph Taraschi & Brenda Caltabiano,

Course Title: Health

Unit Name: First Aid & Safety

Grade Level: 11

<p>Content Statements Students will learn CPR and First Aid for an adult, child and infant.</p>	<p>Cumulative Progress Indicators (CPI) 2.1.12.D.6</p>
<p>Overarching Essential Questions How do I perform CPR on an adult, child and infant? How do I control bleeding? How do I keep myself safe from infectious diseases when dealing with a victim? How do I give care to a victim in an emergency situation? How do I get certified? How does the health care system work? How do I get involved with volunteering? How do people that have fertility problems have children? How do I deal with alternative lifestyles?</p>	<p>Overarching Enduring Understandings CPR can save a persons life. Basic first aid can help people. I know how to protect myself from infectious diseases. I know how to react in an emergency situation. I know the pro’s and con’s of the health care system. I know what to do to volunteer. I know how infertile people can reproduce I understand what an alternative lifestyle is.</p>
<p>Unit Essential Questions What happens when I perform CPR? What happens when I control bleeding? Will I be able to be calm when helping a victim? Will I keep myself safe? Will I get sued if I do something wrong? Will I get certified? Will I use my certification? At what age will I need health care? What can I do for volunteer work? What are IVF and IUI What is an alternative lifestyle?</p>	<p>Unit Enduring Understandings I will be protected if I do something wrong. I know how to keep myself safe. I can get certified in CPR I will use my certifications. I will have health care if something happens to me. I will volunteer. I will understand fertility techniques. I will meet people who live alternative lifestyles.</p>
<p>Unit Rationale Introducing students to performing CPR and basic first aid will allow them to help people in an emergency situation.</p>	<p>Unit Overview Students will be able to be certified in adult, child and infant CPR. They will also have the opportunity to be certified in Basic First Aid and Safety. They will use mannequins to practice the care and get tested on the mannequins. They will also need to pass many written tests with an 80% to get certified.</p>
<p>Authentic Learning Experiences Mannequin work and role playing; Active participation of students, group work, class discussion and lecture</p>	
<p>21st Century Skills and Themes Technology: Internet, Power point, videos Global: Students will become aware that learning CPR and basic first aid can be used all over the world. Civic Literacy: The students will use their knowledge of CPR and basic first aid to help their family and community live a healthier life. Critical Thinking and Problem Solving: By using mannequins to stimulate a real emergency will help students be prepared in real life.</p>	
<p>Unit Learning Targets/Scaffolding to CPIs Students will be utilizing CPR skills introduced in 8th grade.</p>	

Key Terms

Ask questions
Calm down
Feel comfortable
Give everyone a job
Listen
Make good decisions
Practice
Take your time
Think about what you are doing

Instructional Strategies

Lecture, demonstrate, video, class discussion, hands on mannequin work, role playing

Customizing Learning/ Differentiation

Allow more time for students with disabilities, modify the care for students with disabilities, partner gifted students with main line students to practice with mannequins.

Formative Assessments

Practical mannequin testing, testing, project

Interdisciplinary Connections

Science
Consumer Education
Literacy

Resources

American Red Cross video
Internet
Additional CPR videos

Suggested Activities for Inclusion in Lesson Planning

Power points
Worksheets
American Red Cross Video
Mannequin work
Conscious choking adult/child/infant
Unconscious choking adult/child/infant
Rescue breathing adult/child/infant
Unconscious adult/child/infant
CPR adult/child/infant

Unit Timeline

6 weeks for Adult, child and infant CPR
2 weeks for First Aid & Safety

Paulsboro Public Schools

Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Steph Taraschi & Brenda Caltabiano,

Course Title: Health

Unit Name: Nutrition

Grade Level: 12

<p>Content Statements Students will learn how nutrition and exercise are an important part of their life.</p>	<p>Cumulative Progress Indicators (CPI) 2.1-5.12 All</p>
<p>Overarching Essential Questions How do I stay healthy? How does exercise keep me healthy? How does eating correctly make me a healthier person? How do steroids affect my body? How do fad diets help me or hurt me? How do I continue living a healthy lifestyle? How do I keep my heart healthy? Can I help my family eat right and be healthy? Can I work out at home? How do I keep my heart healthy?</p>	<p>Overarching Enduring Understandings Steroids can harm a person. Eating correctly will help me stay healthy. Exercise is an important part of my lifestyle. Fad diets may not be good and can be expensive. Eating healthy and exercising will keep my heart healthy. Coming up with a wellness plan will keep me on track to being healthy.</p>
<p>Unit Essential Questions What happens to my body if I use steroids? What happens to my body when I do not eat right? What happens to me if I eat right and exercise? Will I live longer if I take care of my body? Do fad diets really work? Do exercise videos and DVD's really work? Will I stay healthy by changing my lifestyle and breaking bad habits? Do I need to go to a gym to get exercise?</p>	<p>Unit Enduring Understandings I can keep myself and others healthy. I can come up with an exercise program. I will eat better and exercise more. I will be aware of fad diets and how they work. I will understand the expenses of using a gym and purchasing exercise equipment. I can make a wellness plan for myself and others.</p>
<p>Unit Rationale Discussing the importance of nutrition and exercise in a person's life and how it keeps them healthy. The students will use information obtained to come up with a fitness plan to be used in the future by them or someone else.</p>	<p>Unit Overview Students will understand the importance of exercise and eating healthy. Students will understand how nutrition and exercise keep their hearts healthy. They will make a wellness plan that they can follow throughout their lifetime.</p>
<p>Authentic Learning Experiences Active participation of students, group work, class discussion and lecture</p>	
<p>21st Century Skills and Themes Technology: Internet, Power point, videos Global: Students will become aware that exercise and nutrition are an important part of people's lives all over the world. Civic Literacy: The students will use their knowledge of wellness to help their family and community live a healthier life. Critical Thinking and Problem Solving: By doing the wellness project the students will be able to organize an exercise routine and diet for themselves and others.</p>	
<p>Unit Learning Targets/Scaffolding to CPIs Senior level Health Curriculum is designed to foster application of previously acquired knowledge of nutrition and exercise.</p>	
<p>Key Terms Ask questions</p>	

<p>Communicate Listen Make good decisions Plan for the future Research Work together</p>
<p>Instructional Strategies Lecture, video, class discussion, group work, role playing, computer</p>
<p>Customizing Learning/ Differentiation Allow more time for students with disabilities, partner gifted students with main line students</p>
<p>Formative Assessments Tests, wellness project, class work, quizzes</p>
<p>Interdisciplinary Connections Science: knowledge of the body systems and how nutrition and exercise help keep a person healthy Consumer education: knowledge of the cost of diets and diet aids for consumers Physical education: knowledge of preventing heart disease</p>
<p>Resources Videos, Internet</p>
<p>Suggested Activities for Inclusion in Lesson Planning Power points Group projects Handouts Video Critiques Wellness project Web quest Brochure Nutrition café Rowan fitness activity</p>
<p>Unit Timeline 1 weeks on steroids 7 weeks on nutrition, fitness/exercise and weight control 1 week on wellness project</p>