

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: Grade 9-12 Comprehensive Health and Physical Education**



**HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS**  
**Office of Curriculum and Instruction**  
**CURRICULUM MAP**

<b>COURSE TITLE</b>	9-12 Health and Physical Education							
<b>GRADE BAND</b>		PreK-4		5-6		7-8	x	9-12
<b>DEPARTMENT</b>	Health and Physical Education							
<b>REVISION DATE</b>	July 2022							
<b>BOE APPROVAL DATE</b>	August 22, 2022							

**COURSE OVERVIEW**

The 9-12 Comprehensive Health and Physical Education program provides diverse learning opportunities to Hillsborough High School students that address the 2020 New Jersey Student Learning Standards for Health and Physical Education. The standards cover wellness, personal and interpersonal skills, drugs and medicines, human relationships and sexuality, motor skill development, and fitness. The program provides both mandatory health and physical education classes for students to develop important lifelong skills and knowledge that allow students to explore new activities or participate in sports they love. In each year of high school, students will take one Health course. All students will have common Physical Education classes.

In Health, students will progress through a series of units over their four years in high school that cover the New Jersey Student Learning Standards. In ninth grade, students begin with a study of interpersonal skills and decision making to enable students to deal with peer pressure and drugs, build their self-esteem and resolve conflicts. Ninth graders then move onto Human Relationships 1 which focuses on healthy relationships and human sexuality. In tenth grade, students take Driver’s Education with a certified Driver’s Education instructor. At the end of the course, students will take the New Jersey State Knowledge Test on traffic laws, rules and regulations. In eleventh grade, students will learn First Aid, become certified in CPR, and study nutrition, stress, mental health and addiction. Twelfth grade health covers important topics that students will deal with their entire adult lives in two units: Personal Growth & Adult Health and Human Relationships 2. This course helps prepare students for life beyond high school.

In Physical Education, every Hillsborough High School student will have common experiences as they go through their four years. Every ninth grader will take Introduction to Fitness (a course that teaches the fundamentals of basic personal fitness) and Introduction to Team Activities (which serves as an introduction to many of the sports in the program). In eleventh grade, students will participate in our Adventure Challenge course, which includes team building activities and a rock wall/high ropes course. Students will learn the value of teamwork and collaboration while also being challenged to go outside their comfort level to climb various obstacles. All students will explore various lifelong team and individual activities to learn and practice motor skills

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development and personal fitness. This will help prepare students to be active throughout their entire lives.

<b>UNIT OF STUDY</b>	Grade 9 Health      Interpersonal Skills and Decision Making
<b>PACING</b>	4-5 weeks
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● How do personal and outside factors affect your self-esteem level and decision-making skills?</li> <li>● How does effective and ineffective communication impact social interaction?</li> <li>● What can I do to be a positive peer influence and avoid being a negative peer influence?</li> <li>● What are the consequences (especially unforeseen) of our choices in terms of wellness?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● Health choices and behaviors have a profound impact on personal, family, community, and global wellness.</li> <li>● Understanding your self-esteem level has a profound impact on your decision-making and communication skills.</li> <li>● Consistently using assertive communication can increase positive decisions and healthy behaviors.</li> <li>● Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.</li> <li>● Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.</li> <li>● Evaluate validity of sources to make positive decisions.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Analyze how the five areas of self-esteem impact personal growth and influence peer interactions.</li> <li>● Consciously engage in activities that raise your self-esteem.</li> <li>● Perform the five steps of the decision-making model and apply them to various scenarios.</li> <li>● Use conflict resolution strategies to deescalate a negative situation.</li> <li>● Demonstrate physical and verbal skills to communicate effectively to deal with peer pressure and resolve interpersonal conflicts.</li> </ul>	
<b>ASSESSMENTS</b>	
<b>Formative</b>	<ul style="list-style-type: none"> <li>● Quiz on the five areas of self-esteem</li> <li>● Decision-making skit-role play with various scenarios involving peer pressure and conflict resolution</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>● Self-esteem project</li> </ul>

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**Benchmark / Common**

- Unit 1 Assessment

**NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)**

*Must include the standard # & verbiage*

- 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
- 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.
- 2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.
- ● 2.3.12.PS.7: Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.
- 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).
- 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.
- 2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.
- 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.

**INTERDISCIPLINARY CONNECTIONS**

*Must include the standard # & verbiage*

**Computer Science & Design Thinking**

- None.

**English Language Arts**

- NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**Mathematics**

- None.

**Science**

- None.

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**Social Studies**

- None.

**Visual & Performing Arts**

- None.

**World Languages**

- None.

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS**

*Must include the standard # & verbiage*

**9.1-Personal Financial Literacy**

- None.

**9.2-Career Awareness, Exploration, Preparation, and Training**

- None.

**9.4-Life Literacies & Key Skills**

- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.

**CAREERS ASSOCIATED WITH THIS UNIT**

- Social Worker
- Counselor
- Therapist

**DIVERSITY, EQUITY, & INCLUSION CONNECTIONS**

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)  
Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

- Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

**SOCIAL EMOTIONAL LEARNING CONNECTIONS**

*[NJ SEL](#) sub-competencies are listed that are addressed in this unit*

**Self-Awareness**

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- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

***Self-Management***

- Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors

***Social Awareness***

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

***Relationship Skills***

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

***Responsible Decision-Making***

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

***MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504***

- Modifications/Accommodations - click [here](#).

***RESOURCES – Cited print and electronic sources***

***Resources***

- None.

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<b>UNIT OF STUDY</b>	Grade 9 Health      Human Relationships 1
<b>PACING</b>	4-5 weeks
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● How does your family influence your development?</li> <li>● How do you develop and sustain relationships?</li> <li>● What are the obstacles in maintaining a healthy relationship?</li> <li>● Why do some people still engage in unsafe behaviors despite knowing the inherent risks and possible outcomes?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● Relationships are the connections people have with each other. The family provides the first opportunity for a person to develop relationship skills. Every family is different, but all families provide the foundation for future relationships. As individuals mature, they seek out different relationships with peers, colleagues, and loved ones.</li> <li>● Through social networking, people even establish relationships with individuals they have never met. We now live in a world where families and relationships are constantly changing and where global community systems have extended friendships and relationships across the miles.</li> <li>● Health choices and behaviors have a profound impact on personal, family, community and global wellness.</li> <li>● Understanding why a behavior or activity is unsafe or risky is only the first step towards preventing diseases and pregnancy and staying safe. Consistently employing safe and healthy behaviors helps to reduce the incidence of unplanned pregnancies and sexually transmitted infections (STIs).</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Analyze and discuss the difference between friendship and love relationships.</li> <li>● Evaluate whether a relationship is healthy or unhealthy.</li> <li>● Advocate for themselves or others that may be involved in an abusive relationship.</li> <li>● Determine when it is appropriate to engage in a serious, sexual relationship.</li> <li>● Compare, contrast and evaluate contraceptive methods in terms of effectiveness, availability, and cost.</li> <li>● Determine the best practices for protection against STIs and unplanned pregnancy.</li> </ul>	
<b>ASSESSMENTS</b>	
<b>Formative</b>	<ul style="list-style-type: none"> <li>● Quiz on determining the difference between healthy and unhealthy relationships</li> <li>● Roleplay about dealing with unhealthy or abusive relationships</li> </ul>

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	<ul style="list-style-type: none"> <li>● Develop a chart comparing contraceptive and STI prevention methods</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>● Create graph evaluating friendship and love relationships on a continuum</li> <li>● Contraception project</li> </ul>
<b>Benchmark / Common</b>	<ul style="list-style-type: none"> <li>● Unit 2 Assessment</li> </ul>

**NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)**

*Must include the standard # & verbiage*

- 2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).
- 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.
- 2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.
- 2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.
- 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.
- 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.
- 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.
- 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).
- 2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.
- 2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources.
- 2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.
- 2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.
- 2.1.12.SSH.10: Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.
- 2.1.12.CHSS.4: Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms)

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and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).

- 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).
- 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.

**INTERDISCIPLINARY CONNECTIONS**

*Must include the standard # & verbiage*

***Computer Science & Design Thinking***

- 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
- 8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).

***English Language Arts***

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

***Mathematics***

- None.

***Science***

- None.

***Social Studies***

- None.

***Visual & Performing Arts***

- None.



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<b><i>World Languages</i></b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>CAREER READINESS, LIFE LITERACIES, &amp; KEY SKILLS CONNECTIONS</b> <i>Must include the standard # &amp; verbiage</i>
<b><i>9.1-Personal Financial Literacy</i></b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b><i>9.2-Career Awareness, Exploration, Preparation, and Training</i></b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b><i>9.4-Life Literacies &amp; Key Skills</i></b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>CAREERS ASSOCIATED WITH THIS UNIT</b>
<ul style="list-style-type: none"> <li>• Social worker</li> <li>• Therapist</li> <li>• Counselor</li> </ul>
<b>DIVERSITY, EQUITY, &amp; INCLUSION CONNECTIONS</b> <i>Required in grades K-12 per <a href="#">N.J.S.A. 18A:35-4:36a</a> &amp; the Amistad Law <a href="#">N.J.S.A. 18A 52:16A-88</a></i> <i>Required in grades 7-12 per <a href="#">N.J.S.A. 18A:35-4.35</a></i>
<ul style="list-style-type: none"> <li>• Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</li> </ul>
<b>SOCIAL EMOTIONAL LEARNING CONNECTIONS</b> <i><a href="#">NJ SEL</a> sub-competencies are listed that are addressed in this unit</i>
<b><i>Self-Awareness</i></b>
<ul style="list-style-type: none"> <li>• Recognize one’s feelings and thoughts</li> <li>• Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> <li>• Recognize one’s personal traits, strengths, and limitations</li> <li>• Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul>
<b><i>Self-Management</i></b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b><i>Social Awareness</i></b>

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- Recognize and identify the thoughts, feelings, and perspectives of others

***Relationship Skills***

- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

***Responsible Decision-Making***

- Identify the consequences associated with one's actions in order to make constructive choices

**MODIFICATIONS/ACCOMMODATIONS - *ELL, Special Education, Gifted, At Risk of Failure, 504***

- Modifications/Accommodations - click [here](#).

**RESOURCES – *Cited print and electronic sources***

***Resources***

- None.

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<b>UNIT OF STUDY</b>	Grade 9 Physical Education    Introduction to Fitness
<b>PACING</b>	4-5 weeks
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● What are the consequences (especially unforeseen) of our choices in terms of wellness?</li> <li>● What are the obstacles for becoming and remaining physically fit?</li> <li>● What are the factors that can be controlled to maintain lifetime wellness?</li> <li>● What is the minimum amount of exercise required to stay physically fit?</li> <li>● How do I develop an appropriate personal fitness program and find the motivation to stay committed?</li> <li>● What is age-appropriate fitness?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.</li> <li>● Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals.</li> <li>● Understanding fitness concepts, skills, the dimensions of physical fitness, and integrating them into your everyday routine supports wellness.</li> <li>● Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with the least amount of effort.</li> <li>● Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.</li> <li>● Achieving and maintaining fitness requires age-appropriate exercise selection, intensity, duration, and frequency of exercise.</li> <li>● Healthy choices and behaviors have a profound impact on personal, family, community, and global wellness.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Demonstrate proper exercise, spotting, and peer coaching techniques.</li> <li>● Evaluate intensity of exercises using heart rate monitor.</li> <li>● Compare and contrast cardiovascular training zones.</li> <li>● Effectively establish personal fitness goals utilizing the components of physical fitness.</li> <li>● Track and analyze progress in physical fitness and wellness in terms of the dimensions of physical fitness (Health: Aerobic, Strength/Power, &amp; Flexibility, and Skill: Agility, Balance, &amp; Coordination).</li> <li>● Apply knowledge of muscle groups and exercises to evaluate and implement personal fitness plans appropriately incorporating the concepts of Frequency, Intensity, Time, and Type.</li> </ul>	

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- Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.

**ASSESSMENTS**

<b>Formative</b>	<ul style="list-style-type: none"> <li>● Teacher observation of proper, effective, and safe exercise technique, and peer spotting/coaching</li> <li>● Teacher observation of specific individual skills</li> <li>● Teacher observation of overall performance</li> <li>● Evaluation of effective use of heart rate monitors</li> <li>● Reading Comprehension of Heart Rate monitors Worksheet</li> <li>● Quiz on key fitness related terms</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>● Completion of Fitness journal/weight room cards</li> </ul>
<b>Benchmark / Common</b>	<ul style="list-style-type: none"> <li>● Written assessment on fitness related concepts and practices</li> </ul>

**NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)**

*Must include the standard # & verbiage*

- 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
- 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
- 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
- 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
- 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.
- 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.
- 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.
- 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
- 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).

**INTERDISCIPLINARY CONNECTIONS**

*Must include the standard # & verbiage*

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<b><i>Computer Science &amp; Design Thinking</i></b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b><i>English Language Arts</i></b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b><i>Mathematics</i></b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b><i>Science</i></b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b><i>Social Studies</i></b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b><i>Visual &amp; Performing Arts</i></b>
<ul style="list-style-type: none"> <li>● 1.1.12prof.Pr5d: Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates).</li> <li>● 1.1.12acc.Pr5d: Develop personal conditioning practices, using different body conditioning techniques, that improve range of motion, muscular flexibility, strength, and endurance to enhance performance.</li> </ul>
<b><i>World Languages</i></b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b>CAREER READINESS, LIFE LITERACIES, &amp; KEY SKILLS CONNECTIONS</b> <i>Must include the standard # &amp; verbiage</i>
<b><i>9.1-Personal Financial Literacy</i></b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b><i>9.2-Career Awareness, Exploration, Preparation, and Training</i></b>
<ul style="list-style-type: none"> <li>● None</li> </ul>
<b><i>9.4-Life Literacies &amp; Key Skills</i></b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b>CAREERS ASSOCIATED WITH THIS UNIT</b>

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- Fitness instructor
- Physical Education instructor
- Coach

**DIVERSITY, EQUITY, & INCLUSION CONNECTIONS**

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)*

*Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

- Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

**SOCIAL EMOTIONAL LEARNING CONNECTIONS**

*[NJ SEL](#) sub-competencies are listed that are addressed in this unit*

***Self-Awareness***

- Recognize the importance of self-confidence in handling daily tasks and challenges

***Self-Management***

- Recognize the skills needed to establish and achieve personal and educational goals

***Social Awareness***

- Demonstrate an awareness of the expectations for social interactions in a variety of settings

***Relationship Skills***

- None.

***Responsible Decision-Making***

- Utilize positive communication and social skills to interact effectively with others

**MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504**

- Modifications/Accommodations - click [here](#).

**RESOURCES – *Cited print and electronic sources***

***Resources***

- None.

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**Course Title: Grade 9-12 Comprehensive Health and Physical Education**

<b>UNIT OF STUDY</b>	Grade 9 Physical Education      Introduction to Team Activities
<b>PACING</b>	4-5 weeks
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● How does effective and appropriate movement affect wellness?</li> <li>● How can understanding movement concepts improve my performance?</li> <li>● How can I make movement more interesting, fun, and enjoyable?</li> <li>● How does my use of movement influence that of others?</li> <li>● To what extent does strategy influence performance in competitive games and activities?</li> <li>● Why is a good sportsmanship and adherence rule beneficial in team activities?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.</li> <li>● Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.</li> <li>● Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.</li> <li>● In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Demonstrate mechanically correct form and control when performing skills for the team activity.</li> <li>● Explain the way the rules for each activity promote safety, encourage sportsmanship and improve play.</li> <li>● Participate in lead-up drills and games using proper skills and strategies.</li> <li>● Cooperate with opponents to resolve differences.</li> <li>● Participate as an effective team member.</li> <li>● Exhibit a positive attitude toward physical activity.</li> <li>● Compare and contrast aspects of different team activities.</li> <li>● Assume a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.</li> <li>● Become familiar with some or all of the following: Volleyball, Basketball, Soccer, Floor Hockey, Football, Handball, Spikeball, Ultimate Frisbee, Kickball, and/or Softball.</li> </ul>	
<b>ASSESSMENTS</b>	

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: Grade 9-12 Comprehensive Health and Physical Education**

<b>Formative</b>	<ul style="list-style-type: none"> <li>● Teacher observation of specific individual skills</li> <li>● Teacher observation of application of strategy</li> <li>● Teacher observation of overall performance</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>● None</li> </ul>
<b>Benchmark / Common</b>	<ul style="list-style-type: none"> <li>● None</li> </ul>

**NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)**

*Must include the standard # & verbiage*

- 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).
- 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
- 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
- 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
- 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
- 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.
- 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
- 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
- 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
- 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
- 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).

**INTERDISCIPLINARY CONNECTIONS**

*Must include the standard # & verbiage*

***Computer Science & Design Thinking***

- None.

***English Language Arts***



**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: Grade 9-12 Comprehensive Health and Physical Education**

<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b>Mathematics</b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b>Science</b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b>Social Studies</b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b>Visual &amp; Performing Arts</b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b>World Languages</b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b>CAREER READINESS, LIFE LITERACIES, &amp; KEY SKILLS CONNECTIONS</b> <i>Must include the standard # &amp; verbiage</i>
<b>9.1-Personal Financial Literacy</b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b>9.2-Career Awareness, Exploration, Preparation, and Training</b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b>9.4-Life Literacies &amp; Key Skills</b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b>CAREERS ASSOCIATED WITH THIS UNIT</b>
<ul style="list-style-type: none"> <li>● Physical Education instructor</li> <li>● Recreation department director</li> <li>● Referee</li> <li>● Umpire</li> <li>● Coach</li> </ul>
<b>DIVERSITY, EQUITY, &amp; INCLUSION CONNECTIONS</b> <i>Required in grades K-12 per <a href="#">N.J.S.A. 18A:35-4:36a</a> &amp; the Amistad Law <a href="#">N.J.S.A. 18A 52:16A-88</a></i> <i>Required in grades 7-12 per <a href="#">N.J.S.A. 18A:35-4.35</a></i>

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: Grade 9-12 Comprehensive Health and Physical Education**

- Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

**SOCIAL EMOTIONAL LEARNING CONNECTIONS**

***NJ SEL sub-competencies are listed that are addressed in this unit***

***Self-Awareness***

- Recognize the importance of self-confidence in handling daily tasks and challenges

***Self-Management***

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors

***Social Awareness***

- Demonstrate an awareness of the expectations for social interactions in a variety of settings

***Relationship Skills***

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices

***Responsible Decision-Making***

- Utilize positive communication and social skills to interact effectively with others
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

**MODIFICATIONS/ACCOMMODATIONS - *ELL, Special Education, Gifted, At Risk of Failure, 504***

- Modifications/Accommodations - click [here](#).

**RESOURCES – *Cited print and electronic sources***

***Resources***

- None.

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: Grade 9-12 Comprehensive Health and Physical Education**

<b>UNIT OF STUDY</b>	Grade 10 Health      Driver's Education
<b>PACING</b>	9 weeks
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● What does it mean to be a defensive driver?</li> <li>● Why do people choose to drive under the influence despite knowing the dangers and consequences?</li> <li>● How do my actions affect other roadway users?</li> <li>● How do I adjust my driving to deal with various outside factors?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● The choices and decisions one makes while operating a vehicle can have a permanent effect on them, their passengers and their families and friends.</li> <li>● Alcohol and drugs have a negative impact on one's ability to drive and driving under the influence has major, life-altering consequences for all affected.</li> <li>● The behavior of passengers and other distractions can influence the driver in a negative way.</li> <li>● Motor vehicle laws and regulations exist to promote the public good.</li> <li>● Outside factors impact the performance of any vehicle and the driver must adjust their driving accordingly.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Discuss the statistics related to teen driving and unintentional injuries.</li> <li>● Explain the effects of alcohol and drugs on the body as they relate to driving a motor vehicle.</li> <li>● Identify the legal and moral ramifications of driving under the influence.</li> <li>● Describe the effects of being distracted while driving a motor vehicle.</li> <li>● Recall the New Jersey motor vehicle laws and regulations.</li> <li>● Understand the legal responsibilities of driving including vehicle maintenance, insurance, registration and parking.</li> <li>● Identify defensive driving techniques.</li> <li>● Describe the process necessary to obtain a New Jersey driver's license.</li> <li>● Make educated and sound decisions related to driving a motor vehicle.</li> <li>● Analyze and discuss why people may drive under the influence.</li> <li>● Debate the level of responsibility involving various incidents of driving while distracted.</li> <li>● Apply motor vehicle laws and regulations to real life driving scenarios.</li> <li>● Use defensive driving techniques in order to become a safe driver.</li> <li>● Obtain a New Jersey driver's license.</li> <li>● Meet all legal responsibilities to legally operate a motor vehicle in the state of New Jersey.</li> </ul>	

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: Grade 9-12 Comprehensive Health and Physical Education**

<b>ASSESSMENTS</b>	
<b>Formative</b>	<ul style="list-style-type: none"> <li>● Chapter quizzes</li> <li>● student reflection writing assignments</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>● New Jersey State Written Driver's Exam</li> </ul>
<b>Benchmark / Common</b>	<ul style="list-style-type: none"> <li>● New Jersey State Driver's Manual Teacher Formulated Unit Tests</li> </ul>
<b>NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)</b> <i>Must include the standard # &amp; verbiage</i>	
<ul style="list-style-type: none"> <li>● 2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.</li> <li>● 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).</li> <li>● 2.3.12.PS.3: Summarize New Jersey motor vehicle laws and regulations, Safe Stops, and determine their impact on health and safety (e.g., organ/tissue donation, traffic safety, avoid driving distractions, seatbelt use, the use of hand-held devices).</li> <li>● 2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.</li> </ul>	
<b>INTERDISCIPLINARY CONNECTIONS</b> <i>Must include the standard # &amp; verbiage</i>	
<b>Computer Science &amp; Design Thinking</b>	
<ul style="list-style-type: none"> <li>● None.</li> </ul>	
<b>English Language Arts</b>	
<ul style="list-style-type: none"> <li>● NJSLA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> </ul>	
<b>Mathematics</b>	
<ul style="list-style-type: none"> <li>● None.</li> </ul>	
<b>Science</b>	
<ul style="list-style-type: none"> <li>● None.</li> </ul>	
<b>Social Studies</b>	
<ul style="list-style-type: none"> <li>● None.</li> </ul>	

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: Grade 9-12 Comprehensive Health and Physical Education**

<b><i>Visual &amp; Performing Arts</i></b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b><i>World Languages</i></b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>CAREER READINESS, LIFE LITERACIES, &amp; KEY SKILLS CONNECTIONS</b> <i>Must include the standard # &amp; verbiage</i>
<b><i>9.1-Personal Financial Literacy</i></b>
<ul style="list-style-type: none"> <li>• 9.1.12.RM.3: Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim.</li> </ul>
<b><i>9.2-Career Awareness, Exploration, Preparation, and Training</i></b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b><i>9.4-Life Literacies &amp; Key Skills</i></b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>CAREERS ASSOCIATED WITH THIS UNIT</b>
<ul style="list-style-type: none"> <li>• Driver Education Instructor</li> <li>• Police Officer</li> <li>• Livery</li> <li>• Driver</li> <li>• Chauffeur</li> </ul>
<b>DIVERSITY, EQUITY, &amp; INCLUSION CONNECTIONS</b> <i>Required in grades K-12 per <a href="#">N.J.S.A. 18A:35-4:36a</a> &amp; the Amistad Law <a href="#">N.J.S.A. 18A 52:16A-88</a></i> <i>Required in grades 7-12 per <a href="#">N.J.S.A. 18A:35-4.35</a></i>
<ul style="list-style-type: none"> <li>• Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</li> </ul>
<b>SOCIAL EMOTIONAL LEARNING CONNECTIONS</b> <i><a href="#">NJ SEL</a> sub-competencies are listed that are addressed in this unit</i>
<b><i>Self-Awareness</i></b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: Grade 9-12 Comprehensive Health and Physical Education**

<b><i>Self-Management</i></b>
<ul style="list-style-type: none"><li>● Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors</li></ul>
<b><i>Social Awareness</i></b>
<ul style="list-style-type: none"><li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ</li></ul>
<b><i>Relationship Skills</i></b>
<ul style="list-style-type: none"><li>● Develop, implement, and model effective problem-solving and critical thinking skills</li><li>● Identify the consequences associated with one’s actions in order to make constructive choices</li><li>● Evaluate personal, ethical, safety, and civic impact of decisions</li></ul>
<b><i>Responsible Decision-Making</i></b>
<ul style="list-style-type: none"><li>● Utilize positive communication and social skills to interact effectively with others</li><li>● Identify ways to resist inappropriate social pressure</li></ul>
<b>MODIFICATIONS/ACCOMMODATIONS - <i>ELL, Special Education, Gifted, At Risk of Failure, 504</i></b>
<ul style="list-style-type: none"><li>● Modifications/Accommodations - click <a href="#">here</a>.</li></ul>
<b>RESOURCES – <i>Cited print and electronic sources</i></b>
<b><i>Resources</i></b>
<ul style="list-style-type: none"><li>● New Jersey Driver Manual <a href="http://www.state.nj.us/mvc/pdf/license/drivermanual.pdf">www.state.nj.us/mvc/pdf/license/drivermanual.pdf</a></li></ul>

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: Grade 9-12 Comprehensive Health and Physical Education**

<b>UNIT OF STUDY</b>	Grade 11 Health                      C.P.R. , AED, and First Aid
<b>PACING</b>	2-3 weeks
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● Will I be able to handle various emergency situations that may occur throughout my life?</li> <li>● How do you determine what actions to take in an emergency?</li> <li>● What are the sequential procedures in performing cardio- pulmonary resuscitation (CPR) and automated external defibrillation (AED)?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● The first responder is the key link in the chain of survival and applying First Aid procedures can minimize injury and save lives.</li> <li>● Early recognition of cardiac arrest and a heart attack and early intervention with use of the AED can save lives.</li> <li>● Preparation and training is crucial to successfully responding to any emergency, life-threatening situations.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Describe the purpose of First Aid.</li> <li>● Identify and explain the appropriate actions given various situations requiring First Aid.</li> <li>● List the steps in the Chain of Survival.</li> <li>● Recognize signs and symptoms of cardiac arrest.</li> <li>● Know procedures for giving CPR and using an AED device.</li> <li>● Understand the importance of organ donation.</li> </ul>	
<b>ASSESSMENTS</b>	
<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>● Quiz on the goals of first aid and the responsibilities of the first responder</li> <li>● Quiz on the steps of CPR and AED use</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>● Teacher monitoring of student practice of CPR and AED use</li> <li>● Peer evaluation of each other’s CPR and AED techniques <ul style="list-style-type: none"> <li>● Quiz on the goals of first aid and the responsibilities of the first responder</li> <li>● Quiz on the steps of CPR and AED use</li> </ul> </li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>● none</li> </ul>
<b>Benchmark / Common</b>	<ul style="list-style-type: none"> <li>● CPR and AED skills exam</li> </ul>

Hillsborough Township Public Schools Curriculum Map  
Course Title: Grade 9-12 Comprehensive Health and Physical Education

**NEW JERSEY STUDENT LEARNING STANDARDS (NJSLs)**

*Must include the standard # & verbiage*

- 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g. Suicide prevention breast/testicular self-examination, CPR/AED, life skills training, menstrual products).
- 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.
- 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g.,hunger, clean water, organ/tissue donation).
- 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences.

**INTERDISCIPLINARY CONNECTIONS**

*Must include the standard # & verbiage*

**Computer Science & Design Thinking**

- None.

**English Language Arts**

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Mathematics**

- None.

**Science**

- None.

**Social Studies**

- None.

**Visual & Performing Arts**

- None.

**World Languages**

- None.



Hillsborough Township Public Schools Curriculum Map  
Course Title: Grade 9-12 Comprehensive Health and Physical Education

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS**

*Must include the standard # & verbiage*

**9.1-Personal Financial Literacy**

- None.

**9.2-Career Awareness, Exploration, Preparation, and Training**

- None.

**9.4-Life Literacies & Key Skills**

- None.

**CAREERS ASSOCIATED WITH THIS UNIT**

- E.M.T.

**DIVERSITY, EQUITY, & INCLUSION CONNECTIONS**

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)*

*Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

- Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

**SOCIAL EMOTIONAL LEARNING CONNECTIONS**

*[NJ SEL](#) sub-competencies are listed that are addressed in this unit*

**Self-Awareness**

- None.

**Self-Management**

- None.

**Social Awareness**

- None.

**Relationship Skills**

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

Hillsborough Township Public Schools Curriculum Map  
Course Title: Grade 9-12 Comprehensive Health and Physical Education

*Responsible Decision-Making*

- Utilize positive communication and social skills to interact effectively with others

**MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504**

- Modifications/Accommodations - click [here](#).

**RESOURCES – *Cited print and electronic sources***

*Resources*

- None.

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: Grade 9-12 Comprehensive Health and Physical Education**

<b>UNIT OF STUDY</b>	Grade 11 Health      Stress, Mental Health and Addiction
<b>PACING</b>	3-4 weeks
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● What are my signs and symptoms of stress and what are the best ways for me to cope or avoid stress?</li> <li>● Why is it so difficult for people with mental health issues to get the help they need?</li> <li>● Why do people use and abuse alcohol, tobacco and other drugs despite warnings about the dangers to self and others?</li> <li>● Why does one person become an addict and another does not?</li> <li>● How do I identify someone with a substance abuse problem and assist them in getting help?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● Current and future personal wellness is dependent upon applying stress management techniques when one recognizes the signs and symptoms of stress.</li> <li>● It is incumbent on each individual to take personal responsibility to develop and maintain wellness and provide opportunities to prevent chronic disease.</li> <li>● Health choices and behaviors have a profound impact on mental health.</li> <li>● The use and abuse of alcohol, tobacco, and other drugs not only impacts the individual but may have a profound impact on others.</li> <li>● There are common indicators, stages and influencing factors of chemical dependency and effective ways for those with dependency to seek treatment.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Identify the causes, signs of, and coping strategies for stress.</li> <li>● Define mental health.</li> <li>● Identify signs and symptoms a person at risk of suicide would display.</li> <li>● Identify and explain the types of mental illnesses, their symptoms and possible treatments.</li> <li>● Identify resources available in and out of school.</li> <li>● Understand the impact mental illness has on the individual, family and the community.</li> <li>● Identify current medical advances in the treatment of mental illness.</li> <li>● Understand and explain the impact of commonly abused substances on individuals and communities.</li> <li>● Understand the impact of substance abuse on an individual's health and their family's stability.</li> <li>● Identify and explain the various treatment options for those addicted to drugs or alcohol.</li> </ul>	
<b>ASSESSMENTS</b>	

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: Grade 9-12 Comprehensive Health and Physical Education**

<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>● Complete a survey on stress levels</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>● Compose a list of resources available in the schools</li> <li>● Compare and contrast different treatment programs</li> <li>● Reflect on “The Ripple Effect” about finding gratitude to prevent suicide</li> <li>● List personal stress management techniques</li> <li>● Journal about your stressors and ways to manage them</li> <li>● Explain ways to improve self-esteem</li> <li>● Identify warning signs of depression</li> <li>● List the causes of depression</li> <li>● Define anxiety</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>● none</li> </ul>
<b>Benchmark / Common</b>	<ul style="list-style-type: none"> <li>● Create an electronic presentation of any mental health disease or disorder</li> </ul>
<b>NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)</b> <i>Must include the standard # &amp; verbiage</i>	
<ul style="list-style-type: none"> <li>● 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.</li> <li>● 2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.</li> <li>● 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g. Suicide prevention breast/testicular self-examination, CPR/AED, life skills training, menstrual products).</li> <li>● 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.</li> <li>● 2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.</li> <li>● 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</li> <li>● 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.</li> <li>● 2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</li> <li>● 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.</li> </ul>	

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: Grade 9-12 Comprehensive Health and Physical Education**

- 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).
- 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audiences (e.g., dimension of health).
- 2.3.12.HCDM.2: Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body.
- 2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g, depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).
- 2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.
- 2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).
- 2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.
- 2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.
- 2.3.12.DSDT.2: Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.
- 2.3.12.DSDT.3: Examine the drug laws, and regulation of the State of New Jersey, other states and the affects, healthy and unhealthy on individual, families, schools, and communities (d.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).
- 2.3.12.DSDT.4: Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.
- 2.3.12.DSDT.5: Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).

**INTERDISCIPLINARY CONNECTIONS**

*Must include the standard # & verbiage*

***Computer Science & Design Thinking***

- 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: Grade 9-12 Comprehensive Health and Physical Education**

<b>English Language Arts</b>
<ul style="list-style-type: none"> <li>● NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>● NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> <li>● NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</li> <li>● NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</li> <li>● NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>
<b>Mathematics</b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b>Science</b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b>Social Studies</b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b>Visual &amp; Performing Arts</b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b>World Languages</b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b>CAREER READINESS, LIFE LITERACIES, &amp; KEY SKILLS CONNECTIONS</b> <i>Must include the standard # &amp; verbiage</i>
<b>9.1-Personal Financial Literacy</b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b>9.2-Career Awareness, Exploration, Preparation, and Training</b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b>9.4-Life Literacies &amp; Key Skills</b>

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: Grade 9-12 Comprehensive Health and Physical Education**

- None.

**CAREERS ASSOCIATED WITH THIS UNIT**

- Therapist
- Counselor

**DIVERSITY, EQUITY, & INCLUSION CONNECTIONS**

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)*

*Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

- Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

**SOCIAL EMOTIONAL LEARNING CONNECTIONS**

***NJ SEL** sub-competencies are listed that are addressed in this unit*

***Self-Awareness***

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

***Self-Management***

- Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

***Social Awareness***

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

***Relationship Skills***

- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

***Responsible Decision-Making***

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: Grade 9-12 Comprehensive Health and Physical Education**

- Utilize positive communication and social skills to interact effectively with others
- Identify who, when, where, or how to seek help for oneself or others when needed

**MODIFICATIONS/ACCOMMODATIONS - *ELL, Special Education, Gifted, At Risk of Failure, 504***

- Modifications/Accommodations - click [here](#).

**RESOURCES – *Cited print and electronic sources***

***Resources***

- None.



**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: Grade 9-12 Comprehensive Health and Physical Education**

<b>UNIT OF STUDY</b>	Grade 11 Health      Nutrition
<b>PACING</b>	3-4 weeks
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● How are food choices influenced by culture and tradition?</li> <li>● What role does family, peers, and the media have on food choices now and throughout life?</li> <li>● What is the role of nutrition in supporting a healthy active lifestyle and our performance in daily activities?</li> <li>● How can one adjust nutritional habits to achieve a goal?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.</li> <li>● Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.</li> <li>● Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one’s lifetime.</li> <li>● Potential solutions to health issues are dependent on health literacy and available resources.</li> <li>● Medical advances, technology, and public health efforts enable some people to live healthier and longer lives than ever before, but many people struggle to be healthy.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Define related nutritional terms.</li> <li>● Identify the factors that influence our food choices.</li> <li>● Explain the rule of calories in weight control.</li> <li>● Identify the different types of nutrient classes and their functions.</li> <li>● Explain the role of a balanced diet as relates to a healthy lifestyle and identify food choices that reflect a balanced diet.</li> <li>● Identify the dangers and illnesses associated with poor nutrition and health.</li> <li>● Explain current dietary trends in the U.S. and the world and the impact of increasing obesity.</li> </ul>	
<b>ASSESSMENTS</b>	
<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>● Kahoot game to identify terms</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>● Calculate calories when reading a food label</li> <li>● Record personal diet and analyze its caloric content</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>● Create a presentation based on fad diets and their possible impacts</li> </ul>

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: Grade 9-12 Comprehensive Health and Physical Education**

**Benchmark / Common**

- Teacher Formulated Nutrition Assessment

**NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)**

*Must include the standard # & verbiage*

- 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).
- 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.
- 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.
- 2.2.12.N.3.: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one’s health and fitness.
- 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan.
- 2.2.12.N.5: Research recent trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.
- 2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat disease and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer).
- 2.3.12.HCDM.5: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer’s, panic disorders, eating disorders, impulse disorders).
- 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.

**INTERDISCIPLINARY CONNECTIONS**

*Must include the standard # & verbiage*

***Computer Science & Design Thinking***

- 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
- 8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).

***English Language Arts***

- NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Hillsborough Township Public Schools Curriculum Map**  
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- NJLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

***Mathematics***

- None.

***Science***

- None.

***Social Studies***

- None.

***Visual & Performing Arts***

- None.

***World Languages***

- None.

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS**  
***Must include the standard # & verbiage***

***9.1-Personal Financial Literacy***

- None.

***9.2-Career Awareness, Exploration, Preparation, and Training***

- None.

***9.4-Life Literacies & Key Skills***

- None.

**CAREERS ASSOCIATED WITH THIS UNIT**

- Nutritionist
- Dietitian

Hillsborough Township Public Schools Curriculum Map  
Course Title: Grade 9-12 Comprehensive Health and Physical Education

**DIVERSITY, EQUITY, & INCLUSION CONNECTIONS**

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)*

*Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

- Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

**SOCIAL EMOTIONAL LEARNING CONNECTIONS**

***NJ SEL** sub-competencies are listed that are addressed in this unit*

***Self-Awareness***

- Recognize the impact of one's feelings and thoughts on one's own behavior

***Self-Management***

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals

***Social Awareness***

- None.

***Relationship Skills***

- None.

***Responsible Decision-Making***

- Identify the consequences associated with one's actions in order to make constructive choices

**MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504**

- Modifications/Accommodations - click [here](#).

**RESOURCES – *Cited* print and electronic sources**

*Resources*

- [www.myplate.gov](http://www.myplate.gov)

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: Grade 9-12 Comprehensive Health and Physical Education**

<b>UNIT OF STUDY</b>	Grade 11 Physical Education      Adventure Education
<b>PACING</b>	9 weeks
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● How do you assess risks in order to make appropriate decisions?</li> <li>● What conditions allow you to be open to the potential outcomes either positive or negative, resulting from experimentation in risk environments?</li> <li>● How do you recognize effective leadership?</li> <li>● How can effective communication increase or decrease individual/group performance?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● Individual and/or group pressure to be a successful factor in competitive activities but can have a negative impact.</li> <li>● Core ethical values impact behaviors that influence the health and safety of people everywhere.</li> <li>● Understanding of fundamental concepts related to effective execution of relevant actions provides the foundation for participation in games, sports, dance, and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</li> <li>● Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels and teamwork.</li> <li>● Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Identify related terms and vocabulary related to climbing equipment.</li> <li>● Explain effective communication as it relates to successfully and safely climbing.</li> <li>● Understand the basic techniques for belaying and climbing.</li> <li>● Identify risky behavior that could endanger yourself and others while climbing.</li> <li>● Explain how safety is the responsibility of everyone involved.</li> <li>● Understand the importance of cooperation and teamwork while rock climbing.</li> <li>● Identify the importance of pushing oneself outside of their comfort zone.</li> <li>● Demonstrate personal responsibility for safe behavior to prevent and reduce the risk of injury for yourself and others.</li> <li>● Apply and execute proper belaying and climbing techniques while climbing or spotting.</li> <li>● Demonstrate all safety and communication protocols when climbing the rock wall.</li> <li>● Model appropriate leadership qualities while working in group climbing activities.</li> <li>● Promote cooperation and teamwork with respect to diversity among individuals while encouraging.</li> </ul>	

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: Grade 9-12 Comprehensive Health and Physical Education**

- Effectively and safely climb the various obstacles in the Adventure Gym.
- Collaboratively work to complete team based obstacles in the Adventure Gym.
- Challenge yourself to go beyond your comfort zone while climbing.

**ASSESSMENTS**

**Formative**

- Teacher observation of proper equipment procedures, safety checks, communication, belaying, and climbing techniques while students are engaged in climbing activities
- Teacher observation of overall student performance
- Safety checks to ensure proper use of equipment
- Student progression through the various obstacles both as a climber and spotter

**Summative**

- Safety and equipment quiz

**Benchmark / Common**

- Skills Checklist

**NEW JERSEY STUDENT LEARNING STANDARDS (NJSLs)**

*Must include the standard # & verbiage*

- 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
- 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.
- 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
- 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
- 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
- 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
- 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).

**INTERDISCIPLINARY CONNECTIONS**

*Must include the standard # & verbiage*

**Computer Science & Design Thinking**

- None.

**English Language Arts**

- None.

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: Grade 9-12 Comprehensive Health and Physical Education**

<b>Mathematics</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>Science</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>Social Studies</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>Visual &amp; Performing Arts</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>World Languages</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>CAREER READINESS, LIFE LITERACIES, &amp; KEY SKILLS CONNECTIONS</b> <i>Must include the standard # &amp; verbiage</i>
<b>9.1-Personal Financial Literacy</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>9.2-Career Awareness, Exploration, Preparation, and Training</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>9.4-Life Literacies &amp; Key Skills</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>CAREERS ASSOCIATED WITH THIS UNIT</b>
<ul style="list-style-type: none"> <li>• Rock Climbing Instructor</li> <li>• Professional Rescue</li> <li>• Military</li> </ul>
<b>DIVERSITY, EQUITY, &amp; INCLUSION CONNECTIONS</b> <i>Required in grades K-12 per <a href="#">N.J.S.A. 18A:35-4:36a</a> &amp; the Amistad Law <a href="#">N.J.S.A. 18A 52:16A-88</a></i> <i>Required in grades 7-12 per <a href="#">N.J.S.A. 18A:35-4.35</a></i>
<ul style="list-style-type: none"> <li>• Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</li> </ul>

Hillsborough Township Public Schools Curriculum Map  
Course Title: Grade 9-12 Comprehensive Health and Physical Education

**SOCIAL EMOTIONAL LEARNING CONNECTIONS**

***NJ SEL** sub-competencies are listed that are addressed in this unit*

***Self-Awareness***

- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

***Self-Management***

- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

***Social Awareness***

- Demonstrate an awareness of the expectations for social interactions in a variety of settings

***Relationship Skills***

- Develop, implement, and model effective problem-solving and critical thinking skills

***Responsible Decision-Making***

- Utilize positive communication and social skills to interact effectively with others

**MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504**

- Modifications/Accommodations - click [here](#).

**RESOURCES – *Cited print and electronic sources***

***Resources***

- None.



**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: Grade 9-12 Comprehensive Health and Physical Education**

<b>UNIT OF STUDY</b>	Grade 12 Health      Personal Growth and Adult Health
<b>PACING</b>	4 weeks
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● How do the characteristics of your personality affect your decision making, communication skills, goal setting and time management?</li> <li>● How do personal health choices impact our own health as well as the health of others?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● Understanding your personality has a profound impact on your decision-making and communication skills.</li> <li>● Health choices and behaviors have a profound impact on personal, family, community, and global wellness.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Identify the four personality types.</li> <li>● Explain the proper methods of dealing with different personality types.</li> <li>● Understand what shapes your choice in friends.</li> <li>● Explain how social media and technology has changed the way “friends” interact.</li> <li>● Identify the concepts of goal setting and time management and effective strategies for their implementation.</li> <li>● Compare and contrast the characteristics of the four personality types.</li> <li>● Analyze how the four personality types can interact effectively.</li> <li>● Apply personality traits to your current relationships.</li> <li>● Evaluate your current friendships and the role social media plays.</li> <li>● Set appropriate goals and execute effective time management strategies.</li> <li>● Familiarity with some or all of these real-life situations: budgeting, credit, legal consequences, living away from home, time management, identity theft, internet security, social media, mental illnesses</li> </ul>	
<b>ASSESSMENTS</b>	
<b>Formative</b>	<ul style="list-style-type: none"> <li>● Personality activities and journal on the four personality types</li> <li>● Class discussion, group discussion, and/or individual written work about various real-life situations encountered after graduation</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>● Design a time management chart based on actual life</li> <li>● Create a script and implement the plot in a group by making a decision-making video</li> </ul>
<b>Benchmark / Common</b>	<ul style="list-style-type: none"> <li>● none</li> </ul>

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**Course Title: Grade 9-12 Comprehensive Health and Physical Education**

**NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)**

*Must include the standard # & verbiage*

- 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.
- 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.
- 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.
- 2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.
- 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
- 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.
- 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).
- 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.
- 2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.
- 2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.
- 2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
- 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.

**INTERDISCIPLINARY CONNECTIONS**

*Must include the standard # & verbiage*

***Computer Science & Design Thinking***

- 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

***English Language Arts***

- None.

***Mathematics***

- None.

***Science***

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: Grade 9-12 Comprehensive Health and Physical Education**

<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b><i>Social Studies</i></b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b><i>Visual &amp; Performing Arts</i></b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b><i>World Languages</i></b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>CAREER READINESS, LIFE LITERACIES, &amp; KEY SKILLS CONNECTIONS</b> <i>Must include the standard # &amp; verbiage</i>
<b><i>9.1-Personal Financial Literacy</i></b>
<ul style="list-style-type: none"> <li>• 9.1.12.CP.1: Summarize how one’s credit history can affect finances, including loan terms, employment, and qualifying for loans.</li> <li>• 9.1.12.CP.3: Summarize factors that affect a positive credit rating, including on-time payments, debt versus available credit, length of open credit, and how often you apply for credit.</li> <li>• 9.1.12.FI.1: Identify ways to protect yourself from identity theft.</li> </ul>
<b><i>9.2-Career Awareness, Exploration, Preparation, and Training</i></b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b><i>9.4-Life Literacies &amp; Key Skills</i></b>
<ul style="list-style-type: none"> <li>• 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.</li> <li>• 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.</li> </ul>
<b>CAREERS ASSOCIATED WITH THIS UNIT</b>
<ul style="list-style-type: none"> <li>• Social Worker</li> <li>• Therapist</li> <li>• Counselor</li> </ul>
<b>DIVERSITY, EQUITY, &amp; INCLUSION CONNECTIONS</b> <i>Required in grades K-12 per <a href="#">N.J.S.A. 18A:35-4:36a</a> &amp; the Amistad Law <a href="#">N.J.S.A. 18A:52:16A-88</a></i> <i>Required in grades 7-12 per <a href="#">N.J.S.A. 18A:35-4.35</a></i>
<ul style="list-style-type: none"> <li>• Encourage safe, welcoming, and inclusive environments for all students regardless of</li> </ul>

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: Grade 9-12 Comprehensive Health and Physical Education**

race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

**SOCIAL EMOTIONAL LEARNING CONNECTIONS**

***NJ SEL sub-competencies are listed that are addressed in this unit***

***Self-Awareness***

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

***Self-Management***

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

***Social Awareness***

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

***Relationship Skills***

- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

***Responsible Decision-Making***

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

**MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504**

- Modifications/Accommodations - click [here](#).

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Course Title: Grade 9-12 Comprehensive Health and Physical Education

**RESOURCES – *Cited print and electronic sources***

*Resources*

- None.

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: Grade 9-12 Comprehensive Health and Physical Education**

<b>UNIT OF STUDY</b>	Grade 12 Health      Human Relationships 2
<b>PACING</b>	5 weeks
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● How does your family influence your continued development?</li> <li>● How do you develop and sustain relationships?</li> <li>● What are the obstacles in maintaining healthy relationships?</li> <li>● How do personal health choices impact our own health as well as the health of others?</li> <li>● Why do some people still engage in unsafe behaviors despite knowing the inherent risks and possible outcomes?</li> <li>● What factors are involved when considering parenthood?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● Relationships are the connections people have with each other.</li> <li>● The family provides the first opportunity for a person to develop relationship skills. Every family is different, but all families provide the foundation for future relationships.</li> <li>● As individuals mature, they seek out different relationships with peers, colleagues, and loved ones.</li> <li>● Through social networking, people even establish relationships with individuals they have never met. We now live in a world where families and relationships are constantly changing and where global community systems have extended friendships and relationships across the miles.</li> <li>● Health choices and behaviors have a profound impact on personal, family, community and global wellness.</li> <li>● Understanding why a behavior or activity is unsafe or risky is only the first step towards preventing diseases and pregnancy and staying safe. Consistently employing safe and healthy behaviors helps to reduce the incidence of unplanned pregnancies and STI's.</li> <li>● Raising a child requires physical, economic, social and intellectual commitment. Prenatal care has a direct impact on the delivery and long-term health of the child.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Distinguish between healthy and unhealthy relationships.</li> <li>● Identify the characteristics of an abusive relationship.</li> <li>● Understand how technology has changed the way people interact.</li> <li>● Identify the different types of contraceptives and sexually transmitted infections (STI's).</li> <li>● Understand how drugs and alcohol lower inhibitions and lead to poor decision making with dangerous consequences.</li> <li>● Understand the long-term impact of unintended pregnancy.</li> <li>● Explain the different types of sexual assault.</li> <li>● List the types of date rape drugs and how they work.</li> </ul>	

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: Grade 9-12 Comprehensive Health and Physical Education**

- Identify how relationships become more complicated as you get older.
- Identify and explain differing attitudes about alternate lifestyles.
- Identify and explain differing attitudes about gender roles and equity.
- Describe the stages of pregnancy and changes the female body experiences.
- Identify the challenges associated with bringing an infant home and the characteristics of good parenting.
- Evaluate contraceptive methods in terms of effectiveness, availability and cost.

**ASSESSMENTS**

<b>Formative</b>	<ul style="list-style-type: none"> <li>● Contraception and STI quiz</li> <li>● Class discussion on consequences of sexual relationships</li> <li>● Class discussion, group discussion, and/or individual written work about parenting philosophies and styles</li> <li>● Class discussion, group discussion, and/or individual written work about how to handle various real-life situations which may be encountered after graduation</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>● none</li> </ul>
<b>Benchmark / Common</b>	<ul style="list-style-type: none"> <li>● none</li> </ul>

**NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)**

*Must include the standard # & verbiage*

- 2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).
- 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.
- 2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.
- 2.1.12.PP.4: List the major milestones of each trimester of fetal development utilizing medically accurate information.
- 2.1.12.PP.5: Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).
- 2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.
- 2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.
- 2.1.12.PP.8: Assess the skills needed to be an effective parent.
- 2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information.

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- 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).
- 2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.
- 2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources.
- 2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.
- 2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.
- 2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.
- 2.1.12.SSH.10: Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.
- 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.
- 2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.
- 2.1.12. CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community.
- 2.1.12.CHSS.4: Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).
- 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).
- 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.
- 2.3.12.PS.5: Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).
- 2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.

**INTERDISCIPLINARY CONNECTIONS**

*Must include the standard # & verbiage*

***Computer Science & Design Thinking***

- 8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).



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<b><i>English Language Arts</i></b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b><i>Mathematics</i></b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b><i>Science</i></b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b><i>Social Studies</i></b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b><i>Visual &amp; Performing Arts</i></b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b><i>World Languages</i></b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b>CAREER READINESS, LIFE LITERACIES, &amp; KEY SKILLS CONNECTIONS</b> <i>Must include the standard # &amp; verbiage</i>
<b><i>9.1-Personal Financial Literacy</i></b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b><i>9.2-Career Awareness, Exploration, Preparation, and Training</i></b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b><i>9.4-Life Literacies &amp; Key Skills</i></b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b>CAREERS ASSOCIATED WITH THIS UNIT</b>
<ul style="list-style-type: none"> <li>● Counselor</li> <li>● Therapist</li> </ul>
<b>DIVERSITY, EQUITY, &amp; INCLUSION CONNECTIONS</b> <i>Required in grades K-12 per <a href="#">N.J.S.A. 18A:35-4:36a</a> &amp; the Amistad Law <a href="#">N.J.S.A. 18A:52:16A-88</a></i> <i>Required in grades 7-12 per <a href="#">N.J.S.A. 18A:35-4.35</a></i>
<ul style="list-style-type: none"> <li>● Encourage safe, welcoming, and inclusive environments for all students regardless of</li> </ul>

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race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

**SOCIAL EMOTIONAL LEARNING CONNECTIONS**

***NJ SEL sub-competencies are listed that are addressed in this unit***

***Self-Awareness***

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

***Self-Management***

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

***Social Awareness***

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

***Relationship Skills***

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

***Responsible Decision-Making***

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

**MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504**

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Course Title: Grade 9-12 Comprehensive Health and Physical Education

- Modifications/Accommodations - click [here](#).

**RESOURCES – *Cited print and electronic sources***

*Resources*

- None.

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<b>UNIT OF STUDY</b>	Grade 9-12 Physical Education    Team Activities
<b>PACING</b>	9 weeks
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● How does the understanding of movement concepts impact the development and maintenance of a healthy and active lifestyle?</li> <li>● How does understanding of movement improve my performance?</li> <li>● How can I make movement more interesting, fun, and enjoyable?</li> <li>● How does my use of movement influence that of others?</li> <li>● To what extent does strategy influence performance in competitive games and activities?</li> <li>● Why is it essential to show good sportsmanship and abide by the rules of the game?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback and effort.</li> <li>● Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical strategies, positive mental attitudes, competent skills levels, and teamwork.</li> <li>● Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.</li> <li>● Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.</li> <li>● Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.</li> <li>● Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.</li> <li>● Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments.</li> <li>● Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Describe how to perform a sport specific movement or skills.</li> <li>● Understand the rules of a specific sport or activity Identify and explain the differences between offensive and defensive strategies.</li> </ul>	

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- Explain and comprehend the sport or activity specific strategy that will improve your performance.
- Explain how rules and procedures contribute to a safe learning environment.
- Describe the role of individual participants as they pertain to the team concept.
- Define the qualities of teamwork.
- Identify the components of fitness that are important in executing the basic skills of a specific sport.
- Demonstrate mechanically correct form and control when performing a sport specific skill.
- Incorporate individual skills into team sports at the appropriate time.
- Participate in lead-up drills and games using proper skills and strategies.
- Demonstrate safety procedures and adherence to rules.
- Exhibit sportsmanship and cooperation.
- Demonstrate the ability to assess movement techniques and provide positive feedback concerning skill enhancement.
- Cooperate with opponents to resolve differences.
- Respect all individuals participating in an activity. Exhibit a positive attitude toward physical activity.
- Become familiar with some or all of the following: Volleyball, Basketball, Soccer, Floor Hockey, Football, Handball, Spikeball, Ultimate Frisbee, Kickball, and/or Softball.

**ASSESSMENTS**

<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>● none</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>● Teacher observation of specific individual skills</li> <li>● Teacher observation of application of strategy</li> <li>● Teacher observation of overall performance</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>● none</li> </ul>
<b>Benchmark / Common</b>	<ul style="list-style-type: none"> <li>● none</li> </ul>

**NEW JERSEY STUDENT LEARNING STANDARDS [\(NJSLs\)](#)**

*Must include the standard # & verbiage*

- 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, pingpong, racquetball, pickleball).
- 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
- 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers and other participants and recommend strategies to improve their performance, participation, and behavior.
- 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.

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- 2.2.12.PF.1: Compare the short and long term benefits of physical activity and the impact on wellness associated with physical, mental and emotional fitness through one's lifetime.
- 2.2.12.PF.1:2 Respect and appreciate all levels of ability and encourage with care during all physical activities.
- 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
- 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
- 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
- 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
- 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).

**INTERDISCIPLINARY CONNECTIONS**

*Must include the standard # & verbiage*

***Computer Science & Design Thinking***

- None.

***English Language Arts***

- None.

***Mathematics***

- None.

***Science***

- None.

***Social Studies***

- None.

***Visual & Performing Arts***

- None.

***World Languages***

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<ul style="list-style-type: none"> <li>• None.</li> </ul>
<p><b>CAREER READINESS, LIFE LITERACIES, &amp; KEY SKILLS CONNECTIONS</b>  <i>Must include the standard # &amp; verbiage</i></p>
<p><i>9.1-Personal Financial Literacy</i></p>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<p><i>9.2-Career Awareness, Exploration, Preparation, and Training</i></p>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<p><i>9.4-Life Literacies &amp; Key Skills</i></p>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<p><b>CAREERS ASSOCIATED WITH THIS UNIT</b></p>
<ul style="list-style-type: none"> <li>• Physical Education Instructor</li> <li>• Recreation Director</li> <li>• Coach</li> <li>• Referee</li> <li>• Umpire</li> </ul>
<p><b>DIVERSITY, EQUITY, &amp; INCLUSION CONNECTIONS</b>  <i>Required in grades K-12 per <a href="#">N.J.S.A. 18A:35-4:36a</a> &amp; the Amistad Law <a href="#">N.J.S.A. 18A 52:16A-88</a></i>  <i>Required in grades 7-12 per <a href="#">N.J.S.A. 18A:35-4.35</a></i></p>
<ul style="list-style-type: none"> <li>• Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</li> </ul>
<p><b>SOCIAL EMOTIONAL LEARNING CONNECTIONS</b>  <i><a href="#">NJ SEL</a> sub-competencies are listed that are addressed in this unit</i></p>
<p><i>Self-Awareness</i></p>
<ul style="list-style-type: none"> <li>• Recognize one’s feelings and thoughts</li> <li>• Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> <li>• Recognize one’s personal traits, strengths, and limitations</li> <li>• Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul>
<p><i>Self-Management</i></p>
<ul style="list-style-type: none"> <li>• Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors</li> </ul>

**Hillsborough Township Public Schools Curriculum Map**  
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<b><i>Social Awareness</i></b>
<ul style="list-style-type: none"><li>● Demonstrate an awareness of the expectations for social interactions in a variety of settings</li></ul>
<b><i>Relationship Skills</i></b>
<ul style="list-style-type: none"><li>● Develop, implement, and model effective problem-solving and critical thinking skills</li><li>● Identify the consequences associated with one's actions in order to make constructive choices</li></ul>
<b><i>Responsible Decision-Making</i></b>
<ul style="list-style-type: none"><li>● Utilize positive communication and social skills to interact effectively with others</li><li>● Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</li></ul>
<b>MODIFICATIONS/ACCOMMODATIONS - <i>ELL, Special Education, Gifted, At Risk of Failure, 504</i></b>
<ul style="list-style-type: none"><li>● Accommodations for all subject areas may be viewed <a href="#">here</a>.</li></ul>
<b>RESOURCES – <i>Cited print and electronic sources</i></b>
<b><i>Resources</i></b>
<ul style="list-style-type: none"><li>● None.</li></ul>



**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: Grade 9-12 Comprehensive Health and Physical Education**

<b>UNIT OF STUDY</b>	Grade 9-12 Physical Education Individual Activities
<b>PACING</b>	9 weeks
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● How does physical activity impact the quality of life?</li> <li>● How does the understanding of movement concepts impact the development and maintenance of a healthy and active lifestyle?</li> <li>● How does understanding of movement improve my performance?</li> <li>● How can I make movement more interesting, fun, and enjoyable?</li> <li>● How does my use of movement influence that of others?</li> <li>● To what extent does strategy influence performance in competitive games and activities?</li> <li>● Why is it essential to show good sportsmanship and abide by the rules of the game?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.</li> <li>● Implementing effective offensive and defensive strategies is necessary for all participants to be successful in game situations.</li> <li>● In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Describe how to perform a sport specific movement or skills.</li> <li>● Understand the rules of a specific sport or activity.</li> <li>● Identify and explain the differences between offensive and defensive strategies.</li> <li>● Explain and comprehend the sport or activity specific strategy that will improve your performance.</li> <li>● Explain how rules and procedures contribute to a safe learning environment.</li> <li>● Identify the components of fitness that are important in executing the basic skills of a specific sport.</li> <li>● Demonstrate mechanically correct form and control when performing a sport specific skill.</li> <li>● Analyze a sport or activity specific movement or efficiency and effectiveness.</li> <li>● Participate in lead-up drills and games using proper skills and strategies.</li> <li>● Demonstrate safety procedures and adherence to rules.</li> <li>● Exhibit sportsmanship and cooperation.</li> <li>● Demonstrate the ability to assess movement techniques and provide positive feedback concerning skill enhancement.</li> </ul>	

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- Cooperate with opponents to resolve differences.
- Respect all individuals participating in an activity.
- Exhibit a positive attitude toward physical activity.
- Become familiar with all or some of the following: Racquetball, Tennis, Pickleball, Badminton, Four Square, Ping Pong, Weightlifting, Personal Fitness, Power Walking, and/or Recreational Games.

**ASSESSMENTS**

**Pre-Assessment(s)**

- None

**Formative**

- Teacher observation of specific individual skills
- Teacher observation of application of strategy
- Teacher observation of overall performance

**Summative**

- none

**Benchmark / Common**

- none

**NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)**

*Must include the standard # & verbiage*

- 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, pingpong, racquetball, pickleball).
- 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
- 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers and other participants and recommend strategies to improve their performance, participation, and behavior.
- 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
- 2.2.12.PF.1: Compare the short and long term benefits of physical activity and the impact on wellness associated with physical, mental and emotional fitness through one's lifetime.
- 2.2.12.PF.1:2 Respect and appreciate all levels of ability and encourage with care during all physical activities.
- 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
- 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
- 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
- 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.

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**Course Title: Grade 9-12 Comprehensive Health and Physical Education**

- 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).

**INTERDISCIPLINARY CONNECTIONS**  
*Must include the standard # & verbiage*

*Computer Science & Design Thinking*

- None.

*English Language Arts*

- None.

*Mathematics*

- None.

*Science*

- None.

*Social Studies*

- None.

*Visual & Performing Arts*

- 1.1.12prof.Pr5d: Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates).
- 1.1.12acc.Pr5d: Develop personal conditioning practices, using different body conditioning techniques, that improve range of motion, muscular flexibility, strength, and endurance to enhance performance.

*World Languages*

- None.

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS**  
*Must include the standard # & verbiage*

*9.1-Personal Financial Literacy*

- None.

*9.2-Career Awareness, Exploration, Preparation, and Training*

- None.

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**9.4-Life Literacies & Key Skills**

- None.

**CAREERS ASSOCIATED WITH THIS UNIT**

- Physical Education Instructor
- Recreation Director
- Coach
- Referee
- Umpire

**DIVERSITY, EQUITY, & INCLUSION CONNECTIONS**

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)*

*Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

- Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

**SOCIAL EMOTIONAL LEARNING CONNECTIONS**

*[NJ SEL](#) sub-competencies are listed that are addressed in this unit*

**Self-Awareness**

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

**Self-Management**

- Recognize the skills needed to establish and achieve personal and educational goals

**Social Awareness**

- Demonstrate an awareness of the expectations for social interactions in a variety of settings

**Relationship Skills**

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices

**Responsible Decision-Making**

- Utilize positive communication and social skills to interact effectively with others

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- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

**MODIFICATIONS/ACCOMMODATIONS - *ELL, Special Education, Gifted, At Risk of Failure, 504***

- Modifications/Accommodations - click [here](#).

**RESOURCES – *Cited print and electronic sources***

*Resources*

- None.

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ACCOMMODATIONS/MODIFICATIONS (ELL, Special Education, Gifted, At Risk of Failure, 504)

HEALTH

Access to accurate notes  
Provide copy of notes  
Additional time to complete tasks/long-term projects with adjusted due dates  
Allow extra time for task completion  
Allow verbal rather than written responses  
Modify curriculum content based on student's ability level  
Reduce readability level of materials  
Allow typed rather than handwritten responses  
Modified homework assignments (modify content, modify amount, as appropriate)  
Assistance with organization of planner/schedule  
Assistance with organization of materials/notebooks  
Use a consistent daily routine  
Assist student in setting short-term goals  
Break down tasks into manageable units  
Provide benchmarks for long-term assignments and/or projects  
Use of checklists  
Use of an assignment notebook or planner  
Check homework on a daily basis  
Provide timelines for work completion  
Provide organizational support through teacher websites  
Frequently check for understanding  
Simplify task directions  
Provide modeling  
Provide guided instruction  
Provide small group instruction  
Present information via the visual modality (written material to supplement oral explanation, models, illustrations, assignments written on board)  
Provide outline in advance of lecture  
Demonstrate directions and provide a model or example of completed task  
Provide oral as well as written instructions/directions  
Allow for repetition and/or clarification of directions, as needed  
Reinforce visual directions with verbal cues  
Give direct and uncomplicated directions  
Orient to task and provide support to complete task  
Directions repeated, clarified or reworded  
Have student demonstrate understanding of instructions/task before beginning assignment  
Allow wait time for processing before calling on student for response  
Read directions aloud  
Administer work in small segments  
Provide visual models of completed tasks  
Give verbal as well as written directions  
Use interests to increase motivation  
Use marker (e.g. index card, ruler) for visual tracking  
Enlarge print  
Additional time to complete classroom tests/quizzes

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Announce test with adequate prep time  
Modified tests/quizzes  
Modify the content of tests/quizzes  
Adjust test format to student's ability level  
Verbally guide student through task steps  
Allow for oral rather than written responses on tests  
Do not penalize for spelling errors  
Allow typed rather than handwritten responses  
Allow student to circle responses directly on test rather than use Scantron  
Provide word banks for recall tests  
Mark answers in test booklet  
Alternate test-taking site  
Seat student near front of room  
Preferential seating  
Monitor on-task performance  
Arrange private signal to cue student to off-task behavior  
Establish and maintain eye contact when giving oral directions  
Stand in proximity to student to focus attention  
Provide short breaks when refocusing is needed  
Arrange physical layout to limit distractions  
Frequently ask questions to engage student  
Frequent breaks during class  
Provide books on tape, CD, read aloud computer software, or electronic text  
Provide opportunities for using a Chromebook as well as assistive technologies  
Use of closed captioned videos/film/television  
Modify deadlines  
Use paper-based assessments or assignments  
Option to retake assessments  
Meet with guidance counselor  
Recommended use of Tutorial Center/Extra help from teachers

HEALTH AND/OR PE

Simplify task directions  
Provide modeling  
Use a consistent daily routine  
Refocusing and redirection  
Allow for repetition and/or clarification of directions, as needed  
Reinforce visual directions with verbal cues  
Give direct and uncomplicated directions  
Behavior/time management system  
Discuss behavioral issues privately with student  
Provide opportunities for peer interactions  
Utilize student in development of tasks/goals  
Encourage student to self-advocate  
Minimize negative behavior  
Present alternatives to negative behavior  
Desensitize student to anxiety causing events  
Monitor for overload, excess stimuli  
Help student manage antecedents  
Develop signal for when break is needed  
Give student choices to allow control

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Provide positive reinforcement

Provide consistent praise to elevate self-esteem

Model and role play problem solving

Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance

Communication with parents

Arrange private signal to cue student to off-task behavior

Establish and maintain eye contact when giving oral directions

Stand in proximity to student to focus attention

Utilize nurse during episodes of presenting problem