



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Health and Physical Education

COURSE Health, Grade 11

Curriculum Development Timeline

School: Ocean Township High School

Course: Health, Grade 11

Department: Health and Physical Education

Board Approval	Supervisor	Notes
August 2007	Fred West	Born Date
October 2012	Gina Hagerman	Revisions
December 2017	Mike Lambusta	Revisions
March 2019	Mike Lambusta	Review
August 2022	Patrick Sullivan	Alignment to New Standards and Incorporate State Standards

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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Lifelong Fitness STATE MANDATE: Mental Health (N.J.S.A. 18A:35-4.39)	11	Physical Education
2	Lifelong Fitness STATE MANDATE: Breast Self Examination (N.J.S.A. 18A:35-4.28-4.29)	12	Physical Education
3	Nutrition STATE MANDATE: Cancer Awareness (N.J.S.A. 18A:40-33)	13	Physical Education
4	Nutrition	14	Physical Education
5	Health Conditions, Diseases and Medicines Emotional Health STATE MANDATE: Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic STATE MANDATE: Steroids (N.J.S.A. 18A:40A-1) STATE MANDATE: Lyme Disease Prevention (N.J.S.A 18A:35-5.1) STATE MANDATE: Stress Abstinence (N.J.S.A. 18A:35-4.19-20)	15	Physical Education

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	STATE MANDATE: Suicide Prevention (N.J.S.A. 18A: 6-111) STATE MANDATE: Climate Change		
Week	Marking Period 2	Week	Marking Period 4
6	Physical Education	16	Physical Education
7	Physical Education	17	Physical Education
8	Physical Education	18	Physical Education
9	Physical Education	19	Physical Education
10	Physical Education	20	Physical Education

Core Instructional & Supplemental Materials including various levels of Texts

- Google Classroom, Google Form, Google Docs
- Google Slide Presentation
- Video: Cross-fit Games video
- Fitness Worksheet
- MyFitnessPal.com - Internet-based application
- Teen Health & Wellness - Internet-based service
- YouTube video clips - Nutrition and Fitness Clips
- Vocabulary Flash Cards
- Videos: Fat, Sick & Nearly Dead, Game Changers
- Nutrient worksheets

[NJ Climate Change Educational Resources](#)*

[NJ Diversity, Equity, and Inclusion Educational Resources](#)**

* NJ Climate Change Education

**NJ Diversity, Equity, and Inclusion/NJ LGBT and Persons with Disabilities Education

Time Frame	2 Weeks
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Topic

Lifelong Fitness

Alignment to Standards

- 2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).
- 2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.
- 2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).
- 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.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.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.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.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.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
- 2.2.12.LF.7: Analyze the current and future impact of globalization and

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COURSE Health, Grade 11

technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.

- 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.

Learning Objectives and Activities

- Distinguish the difference between Physical Activity and Personal Fitness
- Define the types of Health-related and Skill related Fitness Components
- Understand the importance of cardiorespiratory fitness and chronic illness
- Define the difference between aerobic and anaerobic exercise
- Develop Fitness Programs
- Define Body Mass Index (BMI) and risk factors

Assessments

- **Formative:**
 - Classroom Discussion on fitness trends
 - Google Form Journal Entries: Do Now: If than Statement
 - Getting Fit and Healthy Worksheet
 - **STATE MANDATE: Mental Health (N.J.S.A. 18A:35-4.39)**
 - Give 1 Get 1- Fitness Facts
 - **STATE MANDATE: Breast Self Examination (N.J.S.A. 18A:35-4.28-4.29)**
 - Reflection paper on CrossFit video
 - Vocabulary Flash Card Heads Up Game
- **Summative:**
 - Develop Fitness Program
- **Benchmark:**
 - Fitness Test
- **Alternative:**
 - Fitness Marketing Project
 - Personal Trainer Career Project

Interdisciplinary Connections

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COURSE Health, Grade 11

- RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (HS-ETS1-1), (HS-ETS1-3)
 - Students will evaluate different exercise programs to determine which model is most beneficial for their personal goals.

Career Readiness, Life Literacies, and Key Skills

- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

Technology Integration

- 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.

Career Education

- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
- CRP5: Consider the environmental, social, and economic impacts of decisions
- CRP6: Demonstrate creativity and innovation
- CRP7: Employ valid and reliable research strategies
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them
- CRP12: Work productively in teams while using cultural global competence

Time Frame	2 Weeks
Topic	
Nutrition	
Alignment to Standards	





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COURSE Health, Grade 11

- 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 present trends in plant-based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.
- 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).
- 2.1.12.CHSS.8: Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.
- 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.
- 2.1.12R.CHSS.6: Evaluate the validity of health information, resources, services, in school, home, and in the community.

Learning Objectives and Activities

- Distinguish the importance of nutrition
- Reflect on Nutrition Videos
- Define the role of Vitamins, Minerals, and Water in our diet
- Research nutrition myths and fad diets
- Analyze the different Macronutrients and Micronutrients
- Develop a nutrition plan

Assessments

- **Formative:**
 - Classroom Discussion on Nutrients
 - **STATE MANDATE: Cancer Awareness (N.J.S.A. 18A:40-33)**

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COURSE Health, Grade 11

- Google Form Journal Entry: Do Now: Who is the healthiest person you know?
 - Video reflection: Game Changers, Fat, Sick & Nearly Dead
 - Macronutrient Acronym worksheet
 - Nutrition appearance essay
 - Cook yourself healthy recipe
- **Summative:**
 - Fad diet research paper
 - Nutrition Plan
- **Benchmark:**
 - Nutrition Reflection
- **Alternative:**
 - Food Scavenger Hunt
 - Unhealthy Habits Project
 - Food Cures project

Interdisciplinary Connections

- English Language Arts (RST.11-12.7) - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- Students will synthesize information from different sources to make informed decisions about their personal nutrition.

Career Readiness, Life Literacies, and Key Skills

- 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

Technology Integration

- 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions

Career Education

- CRP1: Act as a responsible and contributing citizen and employee

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COURSE Health, Grade 11

- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
- CRP5: Consider the environmental social and economic impacts of decisions
- CRP6: Demonstrate creativity and innovation
- CRP7: Employ valid and reliable research strategies
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them
- CRP12: Work productively in teams while using cultural global competence

Time Frame	1 Week
Topic	
Health Conditions, Diseases, and Medicines Emotional Health	
Alignment to Standards	
<ul style="list-style-type: none"> ● 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.HCDM.4: Evaluate emerging methods to diagnose and treat diseases 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 local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis). ● 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). ● 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation in the home, school, 	

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COURSE Health, Grade 11

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.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.
- 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.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.

Learning Objectives and Activities

- Analyze the risk factors of lifestyle disease
- Determine preventive measures to reduce the risks of developing a disease.
- Collaborative work together in groups to research lifestyle diseases.
- Healthy Lifestyle Analysis.
- Mental Health Evaluation & Reflection.

Assessments

- **Formative:**
 - Lifestyle Disease Reflection
 - Classroom Discussion
 - Lifestyle Risk Factor Analysis
 - **STATE MANDATE: Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic**
 - **STATE MANDATE: Steroids (N.J.S.A. 18A:40A-1)**
 - **STATE MANDATE: Lyme Disease Prevention (N.J.S.A. 18A:35-5.1)**
 - **STATE MANDATE: Stress Abstinence (N.J.S.A. 18A:35-4.19-20)**
 - **STATE MANDATE: Suicide Prevention (N.J.S.A. 18A: 6-111)**
 - **STATE MANDATE: Climate Change**
- **Summative:**
 - Lifestyle Disease Project

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- **Benchmark:**
 - Lifestyle Evaluation
- **Alternative:**
 - Lifestyle Disease Current Event

Interdisciplinary Connections

- RST.9-10.8 Determine if the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
 - Students will analyze lifestyle diseases to identify ways to proactively address these circumstances.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Technology Integration

- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Career Education

- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
- CRP5: Consider the environmental social and economic impacts of decisions
- CRP6: Demonstrate creativity and innovation
- CRP7: Employ valid and reliable research strategies
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Modifications (ELL, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

ELL:

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- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

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Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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