

**Union County Educational Services Commission
High School Course Syllabus**

Title: Health/Physical Education III

Timeline: Full Year; 5 Credits

Course Description:

Physical Education III will offer a wide variety of physical activities and opportunities for a lifelong healthy lifestyle. This course continues to provide students with higher level opportunities to develop and refine necessary motor skills, improve and maintain physical wellness, participate in lifetime physical activities, and engage in social interaction that has been instilled in students from prior years. Students will continue to participate in units from the following categories, but will not be limited to: recreational team sports (soccer, football, basketball, baseball/softball, volleyball, etc.), individual/lifetime activities (table tennis, yoga, weight-lifting, aerobic sports, etc.), team building and cooperative learning activities (project adventure), and physical fitness testing.

Health III concentrates on the body systems. This includes identifying parts, function, disorders, diseases and care of the body by maintaining a healthy lifestyle and organ donation and nutrition. In addition, CPR and First Aid will be reviewed per New Jersey Department of Education Statute.

Scope and Sequence (PE):

- I. Fitness
- II. Team Sports
- III. Individual Sports
- IV. Cooperative Games

Scope and Sequence (Health):

- I. Personal Health Care
- II. Body Systems
- III. Health and Wellness
- IV. CPR
- V. First Aid

Refer to the attached curriculum map for a detailed outline of course objectives.

Curriculum Alignment:

NJ Student Learning Standards - Comprehensive Health and Physical Education

Grading Procedures:

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

Adoption Date:

Union County Educational Services Commission
Curriculum Mapping Format: Health III

	Unit 1	Unit 2	Unit 3	Unit 5	Unit 6
Length of Unit	6 Weeks	12 Weeks	6 Weeks	6 Weeks	6 Weeks
Topic	Personal Health Care	Body Systems	Health and Wellness	CPR	First Aid
Standards	2.1.12.A.1 - Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.	2.1.12.C.1 - Determine diseases and health conditions that may occur during one’s lifespan and identify prevention and treatment strategies. 2.1.12.C.2 - Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.	2.1.12.C.1 - Determine diseases and health conditions that may occur during one’s lifespan and identify prevention and treatment strategies. 2.2.12.B.1 - Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others. 2.2.12.B.2 - Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.	2.1.12.D.6 - Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.	2.1.12.D.6 - Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.
Content	Care Of: <ul style="list-style-type: none"> ● Skin ● Nails ● Hair ● Teeth ● Mouth ● Eyes ● Ears 	Skeletal System Muscular System Nervous System Cardiovascular System Respiratory System Digestive System Excretory System	Health Risks Health Behaviors Health Triangle	In a medical emergency, a victim’s life depends on a specific series of actions called the chain of survival. The 4 main links include, a call to emergency services, CPR, defibrillation and advanced care “Hands Only” CPR	The first steps in an emergency are to check, call, and care (3 C’s) Universal precautions are taken to prevent the spread of disease through blood or other body fluids (Ex: wearing gloves and washing hands immediately after providing first aid)

					Different types of wounds including: abrasions, lacerations, punctures and avulsions
Skills	<p>Identification of layers of the skin and their role.</p> <p>Maintaining health.</p> <p>Skin problems (ex: melanoma) and how to identify them.</p> <p>Parts of the mouth.</p> <p>Parts of the ear.</p>	<p>Skeletal System consists of bones and connective and provides structure for the body.</p> <p>Identifying problems.</p> <p>Role of muscles and proper care.</p> <p>Role of Central Nervous System and identifying sections of the brain.</p> <p>Roles and importance of cardiovascular and lymphatic systems.</p>	<p>Promoting Positive Behaviors</p> <p>Avoiding Risky Behaviors</p>	<p>Students will be able to identify an unconscious person and be able to properly perform Hands Only CPR until a professional arrives (Push hard and fast in the center of the chest at a pace of 100 beats per minute)</p> <p>Successfully demonstrated by each student.</p>	<p>Students will be able to demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies</p>