

COURSE PROFICIENCY OUTLINE

COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION – 2772 DRIVER EDUCATION THEORY –2 777

Sophomores

5 Credits

Purpose

The mission of Health and Physical Education is to assist students to develop the concepts of fitness, learn sport-related skills and strategies that will equip them to lead an active and healthy life.

Students learn in Driver Education Theory safe driving concepts, laws, and a responsible driving attitude. A minimum of thirty hours must be attained in this ten-week course and the student must be passing the course in order to take the New Jersey State Examination.

- I. **Student Outcomes (2.1, 2.2, 2.3, 2.4)**
 - A. Personal Health and Safety: Students will
 1. recognize that the proper functioning of the body is dependent upon an understanding of the body systems and subsequent decisions made regarding its care.
 2. identify the sources and causes of chronic, communicable and non communicable diseases, disabilities and disorders and relate ways they can be prevented or controlled.
 3. locate appropriate resources noting the effects of disease/disability on the individual, family and society.
 4. develop a plan to reduce those personal risk factors that may contribute to the development of disease and disability.
 5. be exposed to and research career opportunities in the health promotion and caregiver professions.
 - B. Family Living: The student will
 1. demonstrate self-affirming and decision-making behaviors in a variety of situations
 2. recognize the importance of open, honest communications in interactions and relationships.
 3. recognize the importance of practicing health promotion and disease prevention behaviors.
 - C. Substance Abuse: Students will
 1. recognize the serious implications of driving while impaired.
 2. demonstrate an understanding of the nature of alcohol and its effect on judgment and the systems of the body.
 - D. Physical Education: (2.5, 2.6)
Students will:
 1. explain the relationship between motor skill development, health related fitness activities and wellness. (2.6.10)
 2. perform sport skills and apply movement and biomechanical principles while participating in learning tasks and competitive/cooperative activities in individual and team sports. (2.5)
 3. apply appropriate strategies while participating in learning tasks and competitive/cooperative activities.
 4. appreciate the enjoyment and satisfaction of acquiring and applying motor and sport skills.

5. recognize the importance of participation in activities by identifying fitness concepts necessary for implementing and assessing a personal health-related fitness program that enhances wellness.
 6. analyze and evaluate personal health-related fitness, motor skills, and knowledge about physical activity.
 7. apply strategies and principles of health-related concepts to maintain and monitor acceptable levels of cardio-respiratory efficiency, muscular endurance, strength, flexibility, and body composition necessary for a healthier life.
 8. explain the rules and etiquette appropriate to sport, dance, fitness, and lifetime activities both as a participant and spectator.
 9. 9. perform activities that promote cooperation, teamwork with respect to diversity among individuals.
 10. develop positive self-esteem through successful participation.
 11. demonstrate respect and acceptance for the physical and performance limitations of oneself and others.
 12. recognize the importance of rules and etiquette as they enhance the enjoyment and safety of an activity.
 13. describe how sports injuries can be prevented. (2.6)
 14. design and evaluate a fitness plan. Take into consideration fitness, health and nutritional status; age, interests and abilities; discuss how the plan may be adapted to injury, illness or aging. (2.6)
 15. will apply safety principles. Examples include:
 - a. explain how common injuries can be prevented. (2.1)
 - b. develop and evaluate an injury prevention program. (2.1)
 - c. discuss rules and laws designed to promote safety and health and their rationale. (2.1, 2.2)
 - d. describe and demonstrate procedures for basic first aid and safety precautions. (2.1)
- E. Students are encouraged to:
1. to learn and use skills needed to access and use technology-based materials.
 2. to develop, search and manipulate databases.
 3. to access technology-based communication and information systems.
 4. to access and assess information on specific topics using technological and print resources available in media centers.
 5. to use technology and other tools to solve problems. Collect data and make decisions.
 6. to use technology and other tools including word processing, spreadsheet and presentation programs to produce projects.
 7. to use critical thinking, decision-making and problem-solving skills.
 8. to demonstrate self-management skills.
 9. to work cooperatively with others to accomplish a task.
 10. to evaluate their own actions and accomplishments.
 11. to describe constructive response to criticism.
 12. to provide constructive criticism to others.
 13. to describe actions which demonstrate respect for people of different races, ages, religions, ethnicity and gender.

14. to describe the roles people play in groups.
15. to demonstrate refusal skills.
16. to use time efficiently and effectively.
17. to apply study skills to expand their own knowledge and skills.
18. to describe how ability, effort and achievement are interrelated.

II. **Content** (2.1, 2.2, 2.3, 2.4)

A. Health Education

1. Fitness & Nutrition (in relationship to the Digestive, Skeletal & Muscular Systems of the body.)
2. Cardiovascular System (Heart & Circulation System)
3. Sexual Harassment
4. Teenage pregnancy
5. Sexually transmitted diseases including AIDS
6. Substance abuse education – Date rape drugs/cocaine/heroin

B. Physical Education (2.5, 2.6)

1. Football
2. Track & field
3. Archery and golf
4. Field hockey
5. Agility and coordination development
6. Fitness testing
7. Basketball
8. Rhythm development: folk & square dance
9. Badminton
10. Active games
11. Recreational games

C. Driver Education Theory (2.1, 2.2, 2.3)

1. The driving task
 - a. attitude
 - b. fitness to drive
2. Obeying traffic controls
3. Vehicle control within Nature's Laws
4. Defensive driving strategies
5. Alcohol, drugs and driving
6. Man's Laws
7. Interacting at intersections
8. Buying and insuring a car

III. **Activities and Materials**

A. Texts

1. Glencoe Health (2004)

B. Materials

1. Teacher-made worksheets/study guides
2. Commercially prepared worksheets

C. Class Work

1. Participation in class discussions, panels and debates.
2. Taking tests, quizzes and other evaluative instruments.

D. Homework

1. Complete text and teacher-made assignments
2. Write essays and position papers

IV. Evaluation Criteria for Industry, Attitude and Proficiency

- A. Students will be required to attend class regularly and be punctual.
- B. Students are expected to be punctual and courteous.
- C. Students are required to participate to the best of their abilities.
- D. Students are required to complete assignments.
- E. Students are expected to complete tests and other evaluation to the best of their abilities.
- F. Students are required to be prepared for each class period.
- G. Students are expected to take care of school property, which includes their book, lock and/or locker, and school equipment.
- H. Fitness will be evaluated using the Presidential Physical Fitness Test. Those who have a condition that precludes doing a specific test or its equivalent, will be excused and the results of the other tests will be used for grading.
The grading criteria for the fitness test is the effort to achieve the best results possible with a goal of showing self-improvement on each test.
- I. Assessment of progress toward meeting course proficiencies.

REVISED: AUGUST '07

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