**International Baccalaureate**

**Sports, Exercise & Health Science**

**Curriculum Guide**

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**LINDEN PUBLIC SCHOOLS**

**LINDEN, NEW JERSEY**

**MARNIE HAZELTON, Ed. D.**

**SUPERINTENDENT**

**DENISE CLEARY**

**ASSISTANT SUPERINTENDENT**

**MICHAEL WALTERS**

**DIRECTOR OF SCIENCE**

**The Linden Board of Education adopted the Curriculum Guide on:**

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| **August 27, 2020** |  | **Education - Item # 10** |
| **Date** |  | **Agenda Item** |
|  | | |
| Rationale:  Be it resolved, that all curricula within the following content areas be readopted for use in the Linden Public Schools for the 2020-2021 school year. All curricula are aligned to the New Jersey Student Learning Standards. | | |

**EDUCATION EQUITY:** The Linden Public School District guarantees each student equal educational opportunity regardless of age, race, color, creed, religion, gender, language, affectional or sexual orientation, ancestry, national origin, marital or economic status. For Information, contact District Educational Equity Officer Kevin Thurston at **(**908) 486-2800.

**NONDISCRIMATION:** The Linden Public School District does not discriminate against handicapped persons in admission or access to or treatment or employment in its programs, activities, and vocational opportunities. For information contact District Public 504 Officer Jo Ann Hamilton at (908) 486-2800 x 8025.

**Linden Public Schools Vision**

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students.

**Linden Public Schools Mission**

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden’s diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

**Science Department Vision**

Our vision is to develop scientifically literate students, by teaching them to think critically, become problem-solvers, and develop into life-long learners. Our classrooms will be collaborative settings that are driven by discovery, exploratory learning, and which require each student to actively engage throughout the learning to successfully construct explanations and design solutions.

**Science Department Mission Statement**

The mission of the Science Department is to create a community of diverse learners and educators who foster equitable active learning, quantitative reasoning, and scientific inquiry. Through integration of classroom laboratory, research, and practical experiences, students acquire skills necessary for life-long learning, critical thinking, and collaborative problem-solving. Our students will engage in the “Practices of Science” as they investigate the natural and designed worlds seeking to construct explanations for phenomena and design solutions for problems. They will collaboratively ask questions, develop and use models, plan and carry out investigations, analyze data, use mathematics and computational thinking, construct explanations, engage in argument from evidence, and obtain, evaluate, and communicate information. These will serve as foundations for informed, responsible citizens, and their successful careers, in an ever-changing world that is increasingly dependent on evidence-based decision making, science, technology, and engineering.

**Science Department Goals**

The Science Department strives to provide ***all*** students with an engaging program that:

• Captures the imagination and curiosity, producing scientifically literate, life-long learners.

• Develops critical thinking skills, positive science attitudes, and problem-solving skills through collaborative, inquiry centered investigation.

• Provides context and connections to deepen their proficiency in literacy, mathematics, and use of technology; and

• Continuously improves through professional learning experiences which ensure equity and excellence in on-going, research-based educator development.

1. **Course Description**

Sports, exercise, and health science (SEHS) is an experimental science that combines academic study with the acquisition of practical and investigative skills. It is an applied science course within group 4, with aspects of biological and physical science being studied in the specific context of sports, exercise, and health. Moreover, the subject matter goes beyond the traditional science subjects to offer a deeper understanding of the issues related to sports, exercise, and health in the 21st century. Apart from being worthy of study in its own right, SEHS is a good preparation for courses in higher or further education related to sports fitness and health and serves as useful preparation for employment in sports and leisure industries.

1. **Course Instructional Materials**

*Sports, Exercise and Health Science,* Oxford University Press

1. **Standards Guiding Instruction**

New Jersey Student Learning Standards for Science

<https://www.nj.gov/education/standards/science/Index.shtml>

New Jersey Student Learning Standards for English Language Arts

<https://www.nj.gov/education/standards/ela/Index.shtml>

New Jersey Student Learning Standards for Mathematics

<https://www.nj.gov/education/standards/math/Index.shtml>

New Jersey Student Learning Standards for Social Studies

<https://www.nj.gov/education/standards/socst/index.shtml>

New Jersey Student Learning Standards for Computer Science and Design Thinking

<https://www.nj.gov/education/standards/compsci/Index.shtml>

New Jersey Student Learning Standards for Career Readiness, Life Literacies & Key Skills

<https://www.nj.gov/education/standards/clicks/index.shtml>

1. **Pacing Guide**

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| --- | --- | --- |
| 9/6/22-11/15/22 | First  Marking Period | Unit 1: Anatomy  Unit 2: Exercise Physiology |
| 11/16/22-1/31/23 | Second  Marking Period | Unit 3: Energy Systems  Unit 4: Movement Analysis |
| 2/1/23-4/5/23 | Third  Marking Period | Unit 5: Skill in Sport  Unit 6: Measurement and Evaluation of Human Performance |
| 4/17/23-6/22/23 | Fourth  Marking Period | Unit 7: Optimizing Physiological Performance  Unit 8: Physical Activity and Health |

1. **Curriculum Guide**