

K - 2 PROGRAM

The Kindergarten through second grade program's major emphasis is development of motor skills. These motor skills include locomotor and non-locomotor skills and the combination of these to more complex skills such as balance, spatial relationships, and hand-eye/foot-eye coordination.

One of the activities listed is Perceptual Motor Skills. Each school is to set aside one day each week in which this is presented. The Perceptual Motor Skills guide divides locomotor and non-locomotor movement skills, (ie, balance, eye/hand coordination, spatial awareness, etc.) into a skill progression curriculum. The class is divided into 'stations' which a small number of students work at a station activity. The perceptual motor station resource guide has 34 weeks with 5 stations for each weekly lesson.

The Growth & Fitness Evaluation includes height, weight, agility, muscular strength, cardiovascular endurance, and flexibility. There are 16 days allowed for evaluation during the school year. The objective is for students to be able to monitor and evaluate personal fitness levels, plus determine steps to improve fitness.

The Health component is divided by grade levels using *Health Smart* curriculum and resources. Every grade has separate health lessons using Health Smart materials. Each school will set aside 18 days for respective grade level lessons.

<u>K - 2 Year Activity</u>	<u>Total Class Periods</u>
Perceptual Motor Skills	34
Games / Game Activities	31
Ball skills	30
Motor Fitness	16
Stunts / Tumbling	15
Rhythmic Activities	10
Growth & Fitness Evaluation	16
Health	18
Total	170

3rd - 4th GRADE PROGRAM

The activities for the 3rd – 4th grade students have been divided into units of instruction. These units present a transition between the K – 2nd program (Motor Skill Acquisition) and the 5th – 6th grade program (Skill Development in Specialized Areas). The unit lengths range from 5 – 18 days which can be presented in consecutive days or in smaller mini units.

Two units are similar to the K – 2 program. The Health component is divided by grade level and is taught from the respective grade level lesson using the “*Health Smart*” resource. Fourth Grade Health also has lessons from “*Life Skills Training - level 1.*” The “Growth and Fitness Evaluations” are the same and continued from the K- 2 grades which includes height, weight, agility, muscular strength, cardiovascular endurance, and flexibility. This evaluation will be administered 3 – 4 times during the school year and there are 14 days allowed. The objective of this fitness evaluation is for students to be able to monitor and evaluate personal fitness levels, plus determine steps to improve fitness.

The unit entitled “Biomechanics” is divided into nine (9) two day lessons. The theme for each lesson is a Basic Fundamental Movement (throwing, catching, etc.) A separate resource is included with each teacher’s resource for these lessons.

3 – 4 Year Activity**Total Class Periods**

Games	11
Soccer	7
Football	7
Fitness	30
Golf	5
Jump Rope	8
Basketball	7
Rhythmic Activities	5
Volleyball	7
Bowling	5
Gymnastics (Stunts, Tumbling, Apparatus, Beam)	8
Racket Skills	8
Softball	7
Track and field	5
Biomechanics	18
Floor Hockey	7
Growth and Fitness Evaluation	14
Health	18
Total	177

5th – 6th GRADE PROGRAM

The activities in the 5th and 6th grade curriculum have been divided into units. These units may be taught in continuous days or divided during the school year. The days when the units are taught are left to the individual building instructor's discretion dependent upon equipment availability, schedule, weather cooperation, and district activities.

Included in the daily lesson, whatever the unit, class time should be divided into an introductory activity, a fitness activity, a lesson focus, and an application. Robert Pangrazzi and Victor Dauer elaborate further on these points in their text "Dynamic Physical Education for Elementary School Children." (Each school has the text plus the accompanying lesson plan guide for reference.)

A "Growth and Fitness Evaluation" which includes height, weight, agility, muscular strength, cardiovascular endurance, and flexibility will be administered 3 – 4 times during the school year. There are 14 days allowed for evaluation. The objective of this fitness evaluation is for students to be able to monitor and evaluate personal fitness levels, plus determine steps to improve fitness.

The 5th and 6th grade curriculum is a continuation of the fundamental movement skills originally presented in the K – 2 curriculums, emphasized and added to in the 3rd – 4th curriculum. In the 5th – 6th grade, fundamental movement skills are emphasized and extended to be a basis for other lifetime activities.

The Health component is divided by grade level. Every grade has separate health lessons for the "Health Smart" resource with more lessons from "Life Skills Training Level 2 & 3." Each school will set aside 18 days for respective grade level lessons.

5 – 6 Year Activity**Total Class Periods**

Games (Golf, Indy 500, Matball, Omnikin Ball, etc.)	10
Soccer	7
Football	7
Fitness	34
Jump Rope	8
Swimming	7
Basketball	8
Rhythmic Activities	5
Volleyball	10
Bowling	5
Floor Hockey	5
Gymnastics (Stunts, Tumbling, Apparatus)	8
Racket Skills	8
Challenges/Wrestling	4
Softball	8
Track and Field	10
Growth and Fitness Evaluation	14
Health	18
Total	176

FITNESS K-2

1.0 Students will develop competency in all fundamental movement skills and proficiency in some movement forms.

1.1 Motor Skills

- Acquire balance, locomotive skills, hand/eye coordination and body space awareness

Activity: 34 weekly lessons

1.2 Stunts and Tumbling

- Acquire strength fitness, kinesthetic sense, flexibility and balance, agility, coordination, develop resourcefulness, self-confidence and courage

Suggested Activities: Animal movements, partner stunts, tumbling, inverted balances, balance stunts and individual stunts

1.3 Rhythmic Activities

- Perform fundamental movements to rhythm or beat

Activities: dances, jump rope, musical games, lummi sticks, parachute, juggling, creative rhythms
(Level 1 skill - Dauer/Pangrazzi)

2.0 Students will analyze movement concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.

2.1 Manipulative Activities

- Develop hand/eye, eye/foot coordination and ocular pursuit
- Develop skills such as: rolling, bouncing, throwing, catching, kicking, striking, trapping and dribbling

Suggested Activities: Frisbee, foam ball, bean bag, tee ball, scoops, playground balls and simple manipulative games

3.0 Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness

3.1 Fitness Activities

- Activities designed to cultivate the qualities of health related physical fitness (I.E. strength, endurance, flexibility, cardiovascular and body composition)

Suggested Activities: reference Watertown Elementary Resource Manual

3.2 Growth and Fitness Evaluation

- Analyze student growth from fall to spring (height, weight, skin fold, flexibility, muscular endurance, agility, abdominal strength, upper body strength, cardiovascular endurance)

Activity: Growth and Fitness Evaluation

4.0 Students will develop responsible and respectful personal and social behavior in physical activity settings.

4.1 Games

- Understand, remember and follow game rules
- Show concern for teammates
- Achieve common goals
- Display good sportsmanship

Activity: Simple games: warm-up activities and recreational activities

5.0 Students will understand that physical activity provides opportunities for enjoyment challenge, self-expression, social interaction and employment.

5.1 Games

- Understand, remember and follow game rules
- Show concern for teammates
- Achieve common goals
- Display good sportsmanship
- Positive feedback from game experience

5.2 Rhythmic Activities

- Perform fundamental movements to rhythm or beat

Activities: dances, jump rope, musical games, lummi sticks, parachute, juggling, and creative rhythms

KINDERGARTEN

Unit 1: Personal & Family Health

Lesson 2: Keeping My Body Healthy

(Standards met in lesson: 1.1, 1.2, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3.)

Activity 1: My Body Puzzle

- Identify different parts of the human body.
- Locate the parts on their own bodies.
- Describe some things the human body can do.

Activity 2: Reading Body Signals

- Describe what happens when they feel sick.
- Identify different signals from the body to help them recognize an illness.

Activity 3: Responding to Injuries

- Describe signs of common injuries.
- Identify different signals from the body that can help them recognize an injury.

Activity 4: Getting Help When Sick or Hurt

- Demonstrate how to get help when sick or hurt.

Activity 5: Washing Hands, Brushing Teeth and Taking Medicines Safely

- Demonstrate the proper way to wash their hands.
- Demonstrate the proper way to brush their teeth.
- Explain the proper way to take medicine with the help of an adult.
- Identify adults who can help them take medicine.

Unit 2: Safety & Injury Prevention

Lesson 1: Safe and Healthy

(Standards met in lesson: 1.1, 2.2, 3.1)

Activity 2: Help to be Safe

- Identify people who can help keep them safe.
- Identify what others do to help them stay safe.

Lesson 2: Street Smart

(Standards met in lesson: 1.1, 3.1, 3.2,)

Activity 1: Safe in Traffic

- Explain that rules can help solve traffic problems.

Activity 2: You Can Be Safe When You Walk

- State that they need to think and look ahead when walking.
- State that they should see and be seen when walking.

Activity 3: You Can Be Safe When You Cross the Street

- State that they should stop and look both ways before crossing the street.
- Explain that they should not cross a street from between parked cars.
- Identify people and things that help them cross the street safely.

Activity 4: Street Smart Me

- Demonstrate walking safely
- Demonstrate how to cross the street safely.

Lesson 3: Car Smarts

(Standards met in lesson: 4.1, 4.2, 4.3)

Activity 1: Emergencies

- Classify situations as needing “little help” or “BIG help.”
- Identify whom they would ask or where they would go for little help and for big help.

Activity 2: You Can Call for Help When You Need It

- Demonstrate how to call 911 or O for help.

Unit 3: Nutrition & Physical Activity

Lesson 1: Healthy Food Choices

(Standards met in lesson: 1.1, 3.1, 3.2)

Activity 1: Eating is Part of Being Healthy

- Identify reasons they eat.
- Explain how they know when they are hungry and full.
- Demonstrate how they act or feel when they are hungry and full.

Activity 2: You Can Choose to Eat Healthy Foods

- Identify healthy foods they like to eat.
- Select healthy food favorites.

Lesson 2: Water and the Body

(Standards met in lesson: 3.1, 3.2)

Activity 1: Drinking Plenty of Water Is Part of Being Healthy

- Explain how water is used.
- Demonstrate how much of the body is made of water.

Activity 2: Setting a Goal: Plenty of Water for Me!

- Set a goal to drink plenty of water each day.

Lesson 3: Body Image and Fitness

(Standards met in lesson: 1.1, 3.1, 3.2)

Activity 1: Knowing and Liking Your Body Is Part of Being Healthy

- Identify activities they can do with their hands, arms, feet, legs, eyes, ears, nose and mouth.
- Illustrate activities they can do with their hands, arms feet, legs, eyes, ears, nose and mouth.
- Describe why their bodies are special.

Activity 2: Setting a Goal: Come Move with Me!

- Explain things they can do to move their bodies and be active.
- Set a goal to move their bodies each day.
- Illustrate how they will actively move their bodies each day.

KINDERGARTEN

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Grade 1

Unit 1: Personal & Family Health

Lesson 2: Keeping My Body Healthy

(Standards met in lesson: 1.1, 3.1, 3.2)

Activity 1: Handwashing for Health

- Assess their own handwashing.
- Demonstrate the proper way to wash their hands.
- Decide when they should wash their hands at school.

Activity 2: Dressing for the Weather

- Illustrate the proper clothing to wear during different seasons.
- Decide on the proper clothing to wear each day.
- Describe ways to protect themselves from sunburn.

Activity 3: Getting Enough Sleep

- State how much sleep children their age need.
- Assess and manage their own sleep patterns for better health.
- Explain why getting enough sleep is important.

Unit 2: Safety & Injury Prevention

Lesson 1: Being Safe

(Standards met in lesson: 1.1, 2.2, 3.1, 3.3)

Activity 1: Being Safe Is a Good Feeling

- Provide a personal definition of “being safe.”
- Describe how they feel when they are safe.
- Illustrate something they do to be safe.

Activity 2: Help to Be Safe

- Identify people who can help them stay safe.

Lesson 2: Street Smart

(Standards met in lesson: 3.1, 3.2, 3.3, 4.1)

Activity 1: You Can Be Safe Walking and Crossing

- Describe what to do to be safe on the street.
- Demonstrate how to walk and cross the street safely.
- Identify a crosswalk and a stop sign as pedestrian safety aids.
- Choose Street Smart actions.

Activity 2: You Can Think Ahead to Get Places Safely

- Explain why having a safe route is a good idea.
- Identify examples of safe places to go if they need help.
- Identify family and friends they can walk with to be safe.

Lesson 3: Passenger Smart

(Standards met in lesson: 3.1, 3.3, 5.3)

Activity 1: You Can Be Safe in a Car

- Describe what to do to be safe in a car.
- Advocate for riding in the back seat and wearing a safety belt.
- Explain the proper way to wear a safety belt.
- Choose Car Smart actions.

Lesson 4: Fire Smart

(Standards met in lesson: 1.1, 2.1, 2.3, 3.1, 3.2, 3.3, 5.3)

Activity 1: You Can Think Ahead to Prevent Fires

- Define emergency.
- Describe ways to prevent fires.

Activity 2: Practicing Fire Drill Procedures

- Demonstrate proper fire drill procedures.

Activity 3: What to Do During a Fire

- Demonstrate how to crawl low to avoid smoke from a fire.
- Demonstrate how to stop, drop and roll to put out flames.
- Choose Fire Smart actions.

Activity 4: Fire! Calling for Help

- Demonstrate the proper way to call 9-1-1 or 0 for emergency help.

Lesson 5: Using What You Know to Be Safe

(Standards met in lesson: 3.2, 5.3)

Activity 1: Sharing the Safety Smart Message

- Illustrate one way to be safe.
- Advocate for others to be safe.

Unit 3: Nutrition & Physical Activity

Lesson 1: Water and the Body

(Standards met in lesson: 1.1, 1.2, 3.2)

Activity 1: Drink water to be Healthy

- Identify what type of drink is healthiest for the body.
- Describe ways to advocate drinking water.
- Pledge to drink more water every day.

Lesson 2: Having a Healthy Breakfast

(Standards met in lesson: 1.2, 3.1)

Activity 1: Healthy Breakfast Choices

- Select healthy breakfast food items.
- Classify healthy breakfast food choices.
- Pledge to eat a healthy Breakfast every day.

Lesson 3: Body Image and Fitness

(Standards met in lesson: 1.1, 1.2)

Activity 1: Know and Like Your Body

- Illustrate 3 things about their growing, changing bodies that they are proud of.

Activity 2: Move Your Body to Be Healthy

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FITNESS

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Activity: Growth and Fitness Evaluation

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Grade 2

Unit 1: Personal and Family Health

Lesson 2: Keeping My Body Healthy

(Standards met in lesson: 1.1, 1.3, 3.1, 3.2, 4.1)

Activity 1: How Do Bodies Change and Grow?

- Analyze how their bodies have changed and grown since they were babies
- Illustrate how their bodies have changed and grown since they were babies
- Describe thoughts and feelings that go with a growing, changing body

Activity 2: Preventing Colds and Fighting Germs

- Explain ways to prevent colds at school and at home
- Demonstrate how to wash hands properly to prevent the spread of germs

Activity 3: Preventing and Treating Cuts and Burns

- Describe ways to prevent burns
- Illustrate the steps to treat a minor burn
- Describe ways to prevent cuts and scratches
- Illustrate the steps to treat minor cuts and scratches

Unit 2: Safety and Injury Prevention

Lesson 1: Street and Car Safety Smart

(Standards met in lesson: 1.1, 1.2, 3.1, 3.2, 3.3, 4.1)

Activity 1: What Is Being Safety Smart?

- Name some people, places, and things that make them feel safe
- Define the concept of being Safety Smart

Activity 2: Street Smart

- Describe how they can be smart and safe on the street
- Analyze how emotions can influence behaviors
- Choose to be smart and safe on the street
- Advocate for Street Smart behaviors

Activity 3: Passenger Smart

- Describe how they can be smart and safe passengers
- Analyze how emotions can influence behaviors
- Choose to be smart and safe passengers
- Advocate for Street Smart behaviors

Lesson 2: Safe at Home and Away

(Standards met in lesson: 1.1, 1.2, 2.1, 3.1, 3.2, 3.3, 5.2, 5.3)

Activity 1: Home Alone

- Explain what to do to be safe when they are home alone
- Make a commitment to be safe when they are home alone

Activity 2: Water Smart

- Describe ways to be safe around water
- Analyze how emotions can influence behaviors
- Choose to be safe around water
- Advocate for Water Smart behaviors

Activity 3: Bike Smart

- Explain the 2 most important rules for being safe on a bike
- Identify the proper and safe way to wear a helmet when riding a bike

Lesson 3: Being Smart and Safe

(Standards met in lesson: 3.3)

Activity 1: Celebrate being Safety Smart

- Express 1 way they intend to be Safety Smart

Unit 3: Nutrition and Physical Activity

Lesson 1: Water and the Body

(Standards met in lesson: 1.3, 3.1)

Activity 1: Drinking Plenty of Water

- Pledge to drink plenty of water every day
- Advocate for others to drink plenty of water every day

Lesson 2: Breakfast and the Body

(Standards met in lesson: 1.2, 3.1)

Activity 1: Eating a Healthy Breakfast

- Identify healthy breakfast foods
- Pledge to eat a healthy breakfast

Lesson 3: Healthy Snacks and 5-a-Day

(Standards met in lesson: 1.1, 1.2, 3.1, 3.2, 3.3, 4.2)

Activity 1: Fruits and Vegetables Are Healthy Snacks

- Identify examples of healthy and less healthy snacks

Activity 2: My 5-a-Day Favorites

- Explain what the message “5 a day” means
- Identify their 5-a-day favorite fruits and vegetables

Activity 3: Setting a Goal: Eat 5 a Day

- Set a goal to eat 5 fruits and vegetables a day
- Monitor and record their daily intake of fruits and vegetables

Lesson 4: Body Image, Fitness and Health

(Standards met in lesson: 1.1, 1.2, 1.3, 3.2, 3.3)

Activity 1: Celebrate Your Body!

- Describe things they like about their bodies
- Illustrate things they like about their bodies

Activity 2: Stretching My Body

- Demonstrate appropriate stretching activities
- Set a goal to stretch every day

Grade 2

Unit 1: Personal and Family Health

Lesson 2: Keeping My Body Healthy

(Standards met in lesson: 1.1, 1.3, 3.1, 3.2, 4.1)

Activity 1: How Do Bodies Change and Grow?

- Analyze how their bodies have changed and grown since they were babies
- Illustrate how their bodies have changed and grown since they were babies
- Describe thoughts and feelings that go with a growing, changing body

Activity 2: Preventing Colds and Fighting Germs

- Explain ways to prevent colds at school and at home
- Demonstrate how to wash hands properly to prevent the spread of germs

Activity 3: Preventing and Treating Cuts and Burns

- Describe ways to prevent burns
- Illustrate the steps to treat a minor burn
- Describe ways to prevent cuts and scratches
- Illustrate the steps to treat minor cuts and scratches

Unit 2: Safety and Injury Prevention

Lesson 1: Street and Car Safety Smart

(Standards met in lesson: 1.1, 1.2, 3.1, 3.2, 3.3, 4.1)

Activity 1: What Is Being Safety Smart?

- Name some people, places, and things that make them feel safe
- Define the concept of being Safety Smart

Activity 2: Street Smart

- Describe how they can be smart and safe on the street
- Analyze how emotions can influence behaviors
- Choose to be smart and safe on the street
- Advocate for Street Smart behaviors

Activity 3: Passenger Smart

- Describe how they can be smart and safe passengers
- Analyze how emotions can influence behaviors
- Choose to be smart and safe passengers
- Advocate for Street Smart behaviors

Lesson 2: Safe at Home and Away

(Standards met in lesson: 1.1, 1.2, 2.1, 3.1, 3.2, 3.3, 5.2, 5.3)

Activity 1: Home Alone

- Explain what to do to be safe when they are home alone
- Make a commitment to be safe when they are home alone

Activity 2: Water Smart

- Describe ways to be safe around water
- Analyze how emotions can influence behaviors
- Choose to be safe around water
- Advocate for Water Smart behaviors

Activity 3: Bike Smart

- Explain the 2 most important rules for being safe on a bike
- Identify the proper and safe way to wear a helmet when riding a bike

Lesson 3: Being Smart and Safe

(Standards met in lesson: 3.3)

Activity 1: Celebrate being Safety Smart

- Express 1 way they intend to be Safety Smart

Unit 3: Nutrition and Physical Activity

Lesson 1: Water and the Body

(Standards met in lesson: 1.3, 3.1)

Activity 1: Drinking Plenty of Water

- Pledge to drink plenty of water every day
- Advocate for others to drink plenty of water every day

Lesson 2: Breakfast and the Body

(Standards met in lesson: 1.2, 3.1)

Activity 1: Eating a Healthy Breakfast

- Identify healthy breakfast foods
- Pledge to eat a healthy breakfast

Lesson 3: Healthy Snacks and 5-a-Day

(Standards met in lesson: 1.1, 1.2, 3.1, 3.2, 3.3, 4.2)

Activity 1: Fruits and Vegetables Are Healthy Snacks

- Identify examples of healthy and less healthy snacks

Activity 2: My 5-a-Day Favorites

- Explain what the message “5 a day” means
- Identify their 5-a-day favorite fruits and vegetables

Activity 3: Setting a Goal: Eat 5 a Day

- Set a goal to eat 5 fruits and vegetables a day
- Monitor and record their daily intake of fruits and vegetables

Lesson 4: Body Image, Fitness and Health

(Standards met in lesson: 1.1, 1.2, 1.3, 3.2, 3.3)

Activity 1: Celebrate Your Body!

- Describe things they like about their bodies
- Illustrate things they like about their bodies

Activity 2: Stretching My Body

- Demonstrate appropriate stretching activities
- Set a goal to stretch every day

PHYSICAL EDUCATION

3-4

- 1.0 Students will develop competency in all fundamental movement skills and proficiency in some movement forms.
- 1.1 Soccer Skills
- Develop basic skills of controlling, passing, and stopping the ball
- Activities: Foot dribble, foot pass, goal kicking, foot trap, and goal keeping
- 1.2 Basketball Skills
- Develop basic skills of passing, catching, shooting, and dribbling
- 1.3 Volleyball Skills
- Develop basic skills of serves and simple returns
- Activities: over head pass, forearm pass, and underhand serves
- 1.4 Softball Skills
- Develop basic skills of throwing, catching, and batting
- Activities: overhand/underhand throw, fielding, catching hit and thrown balls, hitting from t-stand and/or pitched ball, base running
- 1.5 Jump Rope Skills
- Develop gross motor coordination, rhythm and timing
- Activities: Individual and partner, short and long ropes
- 1.6 Racquet Skills
- Develop controlled striking and grip
- Activities: Forehand/backhand, partner volley and serve
- 1.7 Stunts, Tumbling, Apparatus and Beam Skills
- Develop competency and proficiency in strength, body management, coordination, flexibility, agility, control of balance and fundamental concepts of right vs. left, near vs. far, wide vs. narrow, up vs. down, and forward vs. backward
- Suggested Activities: Animal movements, partner and group stunts, tumbling, inverted balances, balance stunts, individual stunts, partner support stunts (level 2 skill Dauer/Pangrazzi), jungle gym,

climbing ropes, horizontal ladder, balance beam, cargo net, wall climbers, parallel bars, and vault box)

1.8 Bowling Skills

- Develop competency and proficiency in a one-handed roll using the right or left hand

Suggested Activity: Grip, approach, delivery, 1, 3, 6, 10 pin targets, and beginning scoring

1.9 Football Skills

- Develop competency and proficiency in mechanics of passing, catching, punting, kicking, and carrying

Suggested Activity: drills incorporating punting, passing, catching and carrying a football

1.10 Floor Hockey Skills

- Develop fundamental skills of stick/puck handling, fielding the ball or puck and making short passes

Suggested Activity: Gripping and carrying a stick, loose and controlled dribbling, fielding, quick hit and goal-keeping

1.11 Track and Field Skills

- Develop competency and proficiency in the mechanics of running, throwing and jumping

Suggested Activity: Times individual 50, 100 and 200; relays, hurdling, softball throw, shot put, discus, standing long jump, high jump, obstacle course, and tug-of-war

1.12 Rhythms

- Perform fundamental movements to rhythm or beat

Suggested Activity: Expressive movements, jump bands, tinkling, lummi, parachute, rope jumping, ribbon sticks, body socks, dyna-bands and juggling

2.0 Students will analyze movement concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.

2.1 Bio-mechanics

- Acquire, analyze and develop the scientific concepts of trajectory, force, range, speed of release, point of release, velocity, friction, law of reaction and impact

Suggested Activities: 9 lessons covering the concepts of gaining possession of objects and sending objects away

3.0 Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness

3.1 Fitness Activities

- Activities designed to cultivate the qualities of health related physical fitness (I.E. strength, endurance, flexibility, cardiovascular and body composition)

Suggested Activities: reference Watertown Elementary Resource Manual

3.2 Growth and Fitness Evaluation

- Analyze student growth from fall to spring (height, weight, skin fold, flexibility, muscular endurance, agility, abdominal strength, upper body strength, cardiovascular endurance)

Activity: Growth and Fitness Evaluation, heart monitors, daily fitness activities

4.0 Students will develop responsible and respectful personal and social behavior in physical activity settings.

4.1 Games

- Understand, remember and follow game rules
- Show concern for teammates
- Achieve common goals
- Display good sportsmanship

Activity: Simple games: warm-up activities and recreational activities

5.0 Students will understand that physical activity provides opportunities for enjoyment challenge, self-expression, social interaction and employment.

5.1 Games

- Understand, remember and follow game rules
- Show concern for teammates
- Achieve common goals
- Display good sportsmanship

Activity: Simple games and recreational activities

5.2 Transfer skills learned in health and fitness class to become involved in and out of school activities

Grade 3

Unit 1: Personal & Family Health

Lesson 1: Keeping Myself, My Family and Others Healthy

(Standards met in lessons: 1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 4.1, 4.2, 5.2, 5.3)

Activity 1: Assessing Situations

- Define safe.
- Describe safe situations.
- Decide what to do in unsafe and uncomfortable situations.
- Determine questions to ask and actions to take.
- Describe safe situations.
- Describe unsafe and uncomfortable situations.
- Determine questions to ask and actions to take to be safe.

Activity 2: Dealing with Bullying

- Describe bullying behavior.
- Define not acceptable.
- Describe how it feels when being bullied.
- Explain what to do when being bullied.
- List people who can help if they are being bullied.
- Explain what to do if they see someone being bullied.
- Take a stand against bullying.

Lesson 2: Keeping My Body Healthy

(Standards met in lesson: 1.1, 1.2, 1.3, 3.1, 3.3, 4.2, 5.1)

Activity 1: Predicting My Future Health

- Define lifestyle
- Define predict
- Describe lifestyle choices people make every day.
- Assess their own health practices.
- Set a goal for positive health behaviors.

Activity 2: Preventing Diseases

- Describe behaviors that help prevent diseases.

Unit 2: Safety & Injury Prevention

Lesson 1: Being Safe

(Standards met in lesson: 1.1, 3.1, 3.2, 3.3, 4.1, 5.1, 5.2, 5.1)

Activity 1: Safety and Me

- Explain what being safe means.

Activity 2: Teaching Others to Be Safety Smart

- Explain ways to be Safety Smart in a variety of everyday situations.

Activity 3: Setting My Goal to Be Safety Smart

- Set a goal to stay safe.
- Identify people who can help them reach their goal
- Determine the reward for reaching their goal.

Activity 4: Advocating for Safety

- Understand the role of a Safety Ambassador.
- Advocate for others to be safe.

Unit 3: Nutrition & Physical Activity**Lesson 1: Sharing Nutrition Practices**

(Standards met in lesson: 1.1,1.2, 3.1, 3.2, 3.3)

Activity 1: Drink Plenty of Water

- Explain why the body needs water.
- Assess their water-drinking practices.

Activity 2: Eat Breakfast Every Day

- Explain why they should eat breakfast every day.
- Assess how they feel when they eat breakfast.

Activity 3: Eat 5 a Day

- Explain what “5 a Day” means.
- Describe their favorite fruits and vegetables and when they eat them.

Lesson 2: Healthy Food Choices

(Standards met in lesson: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3)

Activity 1: Food Choices and Influences

- Illustrate favorite foods.
- Name different influences on food choices.
- Describe favorite foods and explain why they eat them.

Activity 2: My Healthy Food Choices

- Make healthy food choices.
- Apply the Healthy Foods Rules.

Activity 3: My Food Diary

- Set a goal to eat healthy foods for breakfast, lunch, dinner and snacks.
- Evaluate their daily food choices.

Lesson 3: Body Image, Fitness and Health

(Standards met in lesson: 1.1, 1.2, 2.2, 4.1, 4.2, 5.3)

Activity 1: It's Great to Be Different

- Define compliment.
- Express positive characteristics about themselves.

Activity 2: Setting a Goal: Move More, Sit Less

- Assess their activity levels.
- Set a goal to move more and sit less.
- Identify people who can help them move more.

Grade 3

Unit 1: Personal & Family Health

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South Dakota K-12 Health Education Standards and Indicators

The South Dakota Health Education Standards and Indicators remain the same throughout the K-12 Standards document. It is within the benchmarks and sample grade level activities that there is a difference of what would be expected based on each grade level cluster.

STANDARD/GOAL ONE

Students will understand health promotion and disease prevention concepts and practices.

INDICATOR 1:

Students will evaluate how personal behavior can impact the health of self, peers, and family.

INDICATOR 2:

Students will evaluate the impact of mental, emotional, social, and physical health on various interrelated body systems.

INDICATOR 3:

Students will analyze how medical research, government agencies, and public health policies influence health promotion and disease prevention.

STANDARD/GOAL TWO:

Students will access and evaluate health information, products, and services.

INDICATOR 1:

Students will evaluate the impact of culture, media, and technology on personal health decisions and practices. Students will access and evaluate health information, products, and services.

INDICATOR 2:

Students will evaluate community, state, regional, and global resources that provide health products, services and information.

INDICATOR 3:

Students will analyze and evaluate situations requiring professional health services.

STANDARD/GOAL THREE:

Students will understand the benefits of practicing health-enhancing behaviors that reduce health risks.

INDICATOR 1:

Students will evaluate health-enhancing behaviors that promote wellness.

INDICATOR 2:

Students will evaluate strategies for achieving and maintaining personal health goals.

INDICATOR 3:

Students will evaluate the role of personal responsibility in health-related decisions.

STANDARD/GOAL FOUR:

Students will use interpersonal communication skills to enhance personal health.

INDICATOR 1:

Students will evaluate how communication affects relationships with family, peers, and community.

INDICATOR 2:

Students will evaluate and select effective communication skills, which enhance personal health.

INDICATOR 3:

Students will analyze conflict and engage in healthy communication and resolution strategies.

STANDARD/GOAL FIVE:

Students will contribute to the health of their families, peers, schools, communities, and the environment.

INDICATOR 1:

Students will analyze community and environmental health issues based on valid and reliable information.

INDICATOR 2:

Students will evaluate the impact of strategies used to address community and environmental health issues.

INDICATOR 3:

Students will advocate and support practices, which promote a healthy community and environment.

Health Curriculum Outline
Grade 4

Day One:	Self Esteem (Life Skills)
Day Two:	Decision Making (Life Skills)
Day Three:	Nutrition and Physical Activity (Health Smart)
Day Four:	Nutrition and Physical Activity (Health Smart)
Day Five:	Nutrition and Physical Activity (Health Smart)
Day Six:	Nutrition and Physical Activity (Health Smart)
Day Seven:	Advertisement (Life Skills)
Day Eight:	Personal and Family Health (Health Smart, Life Skills)
Day Nine:	Personal and Family Health (Health Smart, Life Skills)
Day Ten:	Personal and Family Health (Health Smart, Life Skills)
Day Eleven:	Personal and Family Health (Health Smart, Life Skills)
Day Twelve:	Personal and Family Health (Health Smart, Life Skills)
Day Thirteen:	Safety and Injury Prevention (Health Smart)
Day Fourteen:	Safety and Injury Prevention (Health Smart)
Day Fifteen:	Assertiveness (Life Skills)
Day Sixteen:	Tobacco and Alcohol Prevention (Health Smart, Life Skills)
Day Seventeen:	Tobacco and Alcohol Prevention (Health Smart, Life Skills)
Day Eighteen:	Tobacco and Alcohol Prevention (Health Smart, Life Skills)

Grade 4

1. **Self –Esteem (Life Skills Training)**
2. **Decision Making (Life Skills Training)**
3. **Smoking Information (Life Skills Training)**
4. **Advertisement (Life Skills Training)**
5. **Dealing with Stress (Life Skills Training)**
6. **Assertiveness (Life Skills Training)**

Unit 1: Personal & Family Health

Lesson 1: Managing Stress

(Standards met in lesson: 1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3)

Activity 1: Stress and the Body

- Define Stress
- Describe physical and emotional response to stress.

Activity 2: Stress Can Feel Good or Bad

- Explain that stress can feel good or bad.
- Determine if life events cause good or bad stress.
- Identify possible causes and effects of long-term stress.

Activity 3: Dealing with Stress in Healthy Ways

Lesson 3: Keeping My Body Healthy

(Standards met in this lesson: 1.1, 1.2, 1.3, 3.2, 3.3, 4.2, 5.1)

Activity 1: Thinking About Growing and Changing

- List difficulties and positive things about growing up.
- Assess how they feel about growing up and changing.
- Give advice to someone younger about growing up.

Activity 2: Growing Bodies

- Assess their body size.

Activity 3: Dealing with Growing Up

- Formulate healthy responses to questions about challenges of growing up.

Activity 5: Steps to Growing Up Healthy

- Explain steps to growing up healthy.

Activity 6: Predicting My Future

- Identify things they don't want to happen in their lives.
- Determine goals for their future.
- Identify steps to take to meet their goals.

Activity 7: The Time Capsule

- List things about themselves that they are proud of.
- State what they want for their future.
- Identify things they can currently do to stay healthy.

Activity 8: Getting Help with Growing up and Changing

- List characteristics of people who would be good to talk to about growing up.
- Identify people they can talk to about growing up.

Unit 2: Safety & Injury Prevention

Lesson 1: Good and Bad Risks

(Standards met in lesson: 1.1, 1.2, 1.3, 2.1, 2.3, 3.1, 3.2, 3.3, 4.1)

Activity 1: Understanding Risk Taking

- Define *taking a risk*.
- Identify reasons people take risks.
- Identify risks they have taken.
- Give examples of good and bad risks.
- Explain what makes a risk good or bad.
- Express intentions around future good and bad risks they will take or avoid.

Activity 2: Assessing Actions About Risk

- Assess their personal safety practices.
- Explain ways to think and plan ahead to be safe.

Activity 3: Assessing Feelings about Risk

- Identify people they can ask for help.
- Identify people who make them feel safe.
- Name places they feel safe.
- Identify 1 thing they can do to feel more safe.

Lesson 2: My Personal Support Systems

(Standards met in lesson: 1.1, 1.2, 2.1, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3)

Activity 1: You Are Responsible for You

- Describe what people do when they feel sad or angry.
- Identify signals that something is wrong when they feel sad or angry.
- Decide what someone should do when feeling sad or angry.

Activity 2: Signals for Personal Support

- Explain the meaning of *giving support*.
- Describe what it means to have personal support.
- Identify feelings, actions and thoughts that signal it's time to get help.

Activity 3: Personal Support for Problems

- Analyze a variety of problems and determine the type of help needed.
- Decide whom they can go to for help when they have problems.

Lesson 3: Dealing with Peer Pressure

(Standards met in lesson: 1.1, 1.2, 3.1, 3.2, 3.3)

Activity 1: You Can Resist Peer Pressure and Dares

- Demonstrate what to say when being pressured to do something that is unsafe or hurtful.

- Demonstrate use of body language to resist pressure to do something that is unsafe or hurtful.
- Assess the effectiveness of peers' refusal skills.
- Assess their own level of resistance skills.

Unit 3: Nutrition & Physical Activity

Lesson 1: Nutrition and Exercise

(Standards met in lesson: 1.1, 1.2, 3.1, 3.2, 3.3)

Activity 1: Eating Healthy: The Big Picture View

- Name foods that fit into each of the food groups.
- Identify foods they like in each of the food groups.

Activity 2: Foods Help Your Body in Different Ways

- Identify the jobs different food groups do for the body.

Activity 3: How many Servings Do You Need?

- Identify the number of servings they should eat each day from each food group.

Activity 4: My Daily Food and Exercise Journal

- Explain why it is important exercise every day.
- Monitor their daily food, water and exercise choices.
- Assess their daily nutrition and exercise habits.
- Set a goal to improve their daily food intake.
- Set a goal to improve their daily exercise choices.

Lesson 2: My Body Image

(Standards met in lesson: 1.1, 1.2, 2.1)

Activity 1: Body Image: Analyzing Influences

- Identify sources of influence and popular ideas about how people should look.
- Describe what they like best about their own bodies.

Unit 4: Tobacco & Alcohol Prevention

Lesson 1: Tobacco and Alcohol Facts

(Standards met in lesson: 1.1, 1.2, 1.3, 3.1, 3.2, 3.3)

- Activity 1: Reasons to Stay Tobacco and Alcohol Free
- Activity 2: What We Know About Tobacco and Alcohol

Lesson 2: Saying NO to Tobacco and Alcohol

(Standards met in lesson: 1.1, 1.2, 1.3, 3.1, 3.2, 3.3)

- Activity 1: Saying NO Takes Practice
- Activity 2: Practicing How to Say NO
- Activity 3: Saying NO in my World

Lesson 3: Spreading the Word: Be Tobacco and Alcohol Free

(Standards met in lesson: 1.1, 1.2, 1.3, 3.1, 3.2, 3.3)

- Activity 1: Take it From Me – Be Drug Free

Grade 4

Unit 1: Personal & Family Health

Lesson 2: Managing Conflict

(Standards met in lesson; 1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3.)

Activity 1: Understanding Conflict

- Define Conflict
- Propose safe, peaceful and fair ways to deal with conflict.
- Express intentions to find safe, peaceful and fair solutions to conflict.

Activity 2: Responding to Conflict

- Determine if conflicts are simple or serious.
- Decide what to do to solve different conflicts.
- Decide when a conflict needs adult attention.

Lesson 3: Keeping My Body Healthy

(Standards met in this lesson: 1.1, 1.2, 1.3, 3.2, 3.3, 4.2, 5.1)

Activity 1: Thinking About Growing and Changing

- List difficulties and positive things about growing up.
- Assess how they feel about growing up and changing.
- Give advice to someone younger about growing up.

Activity 2: Growing Bodies

- Assess their body size.

Activity 3: Dealing with Growing Up

- Formulate healthy responses to questions about challenges of growing up.

Activity 5: Steps to Growing Up Healthy

- Explain steps to growing up healthy.

Activity 6: Predicting My Future

- Identify things they don't want to happen in their lives.
- Determine goals for their future.
- Identify steps to take to meet their goals.

Activity 7: The Time Capsule

- List things about themselves that they are proud of.
- State what they want for their future.
- Identify things they can currently do to stay healthy.

Activity 8: Getting Help with Growing up and Changing

- List characteristics of people who would be good to talk to about growing up.
- Identify people they can talk to about growing up.

Unit 2: Safety & Injury Prevention

Lesson 1: Good and Bad Risks

(Standards met in lesson: 1.1, 1.2, 1.3, 2.1, 2.3, 3.1, 3.2, 3.3, 4.1)

Activity 1: Understanding Risk Taking

- Define *taking a risk*.
- Identify reasons people take risks.
- Identify risks they have taken.
- Give examples of good and bad risks.
- Explain what makes a risk good or bad.
- Express intentions around future good and bad risks they will take or avoid.

Activity 2: Assessing Actions About Risk

- Assess their personal safety practices.
- Explain ways to think and plan ahead to be safe.

Activity 3: Assessing Feelings about Risk

- Identify people they can ask for help.
- Identify people who make them feel safe.
- Name places they feel safe.
- Identify 1 thing they can do to feel more safe.

Lesson 2: My Personal Support Systems

(Standards met in lesson: 1.1, 1.2, 2.1, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3)

Activity 1: You Are Responsible for You

- Describe what people do when they feel sad or angry.
- Identify signals that something is wrong when they feel sad or angry.
- Decide what someone should do when feeling sad or angry.

Activity 2: Signals for Personal Support

- Explain the meaning of *giving support*.
- Describe what it means to have personal support.
- Identify feelings, actions and thoughts that signal it's time to get help.

Activity 3: Personal Support for Problems

- Analyze a variety of problems and determine the type of help needed.
- Decide whom they can go to for help when they have problems.

Lesson 3: Dealing with Peer Pressure

(Standards met in lesson: 1.1, 1.2, 3.1, 3.2, 3.3)

Activity 1: You Can Resist Peer Pressure and Dares

- Demonstrate what to say when being pressured to do something that is unsafe or hurtful.
- Demonstrate use of body language to resist pressure to do something that is unsafe or hurtful.
- Assess the effectiveness of peers' refusal skills.
- Assess their own level of resistance skills.

Unit 3: Nutrition & Physical Activity

Lesson 1: Nutrition and Exercise

(Standards met in lesson: 1.1, 1.2, 3.1, 3.2, 3.3)

Activity 1: Eating Healthy: The Big Picture View

- Name foods that fit into each of the food groups.
- Identify foods they like in each of the food groups.

Activity 2: Foods Help Your Body in Different Ways

- Identify the jobs different food groups do for the body.

Activity 3: How many Servings Do You Need?

- Identify the number of servings they should eat each day from each food group.

Activity 4: My Daily Food and Exercise Journal

- Explain why it is important exercise every day.
- Monitor their daily food, water and exercise choices.
- Assess their daily nutrition and exercise habits.
- Set a goal to improve their daily food intake.
- Set a goal to improve their daily exercise choices.

Lesson 2: My Body Image

(Standards met in lesson: 1.1, 1.2, 2.1)

Activity 1: Body Image: Analyzing Influences

- Identify sources of influence and popular ideas about how people should look.
- Describe what they like best about their own bodies.

Unit 4: Tobacco and Alcohol Prevention

Lesson 1: My Healthy Choice: Tobacco and Alcohol Free Me

(Standards met in lesson: 1.1, 1.2, 2.1, 3.1, 3.2, 3.3)

Activity 1: Tobacco and Alcohol: Facts and Myths

- Determine facts and myths about tobacco and alcohol.

Activity 2: Choosing to Be Tobacco and Alcohol Free

- Explain that it is their choice to be tobacco and alcohol free.
- Express intent to be tobacco and alcohol free.
- Explain the importance of being tobacco and alcohol free.
- List people who can help them with their choice to be tobacco and alcohol free.

Activity 3: Directing Your Tobacco-and Alcohol Free Life

- Explain that they have power to direct their own choices.
- Express their intention to be tobacco and alcohol free.

Lesson 2: The Pressure to Use Tobacco and Alcohol

(Standards met in lesson: 1.1, 1.2, 2.1, 3.1, 3.2, 3.3, 5.1)

Activity 1: The Pressure Cooker

- Describe what people say and do when they pressure others.
- Describe how they feel when they are pressured by their friends.

Activity 2: Where Does Pressure Come From

- Explain why friends ask friends to use tobacco and alcohol.
- Explain why tobacco and alcohol companies try to make people use tobacco and alcohol.
- Explain how kids pressure themselves to use tobacco and alcohol.
- Give examples of healthy things they can pressure themselves and others to do.

Activity 3: Turning Off the Pressure

- Express the belief that they can turn off the pressure to use tobacco and alcohol.
- Demonstrate what to say when pressured to use tobacco and alcohol.
- Demonstrate what to do when pressured to use tobacco and alcohol.
- Teach others to turn off the pressure to use tobacco and alcohol.

PHYSICAL EDUCATION

5-6

1.0 Students will develop competency in all fundamental movement skills and proficiency in some movement forms.

1.1 Softball Skills

- Develop basic skills of throwing, catching, batting and fielding
- Acquire the skills and knowledge to play softball

Activities: overhand/underhand throwing, fielding, catching hit and thrown balls, batting, base running, pitching and basic rules of softball

1.2 Jump Rope Skills

- Develop visual tactile coordination, gross motor coordination, rhythm and timing

Activities: Short rope individual and partner challenges, long rope skills including double-dutch, egg beaters, and jumping ropes using chants

1.3 Stunts, Tumbling, Apparatus and Beam Skills

- Develop competency and proficiency in strength, body management, coordination, flexibility, agility, control of balance and fundamental concepts of right vs. left, near vs. far, wide vs. narrow, up vs. down, and forward vs. backward

Suggested Activities: Animal movements, partner and group stunts, tumbling, inverted balances, balance stunts, individual stunts, partner support stunts, jungle gym, climbing ropes, horizontal ladder, balance beam, cargo net, wall climbers, parallel bars, vault box, and gymnastics floor exercises

1.4 Football Skills

- Develop competency and proficiency in mechanics of passing, catching, punting, kicking, carrying, exchanging the football (hand-off) and agility

Suggested Activity: Skills and drills incorporating punting, passing, pass receiving, running with the ball, centering, defense, punting, and kicking

1.5 Track and Field Skills

- Develop competency and proficiency in the mechanics of running, throwing and jumping

Suggested Activity: Times individual 50, 100, 200, 400 and 800; relays, hurdling, softball throw, shot put, discus, standing long jump, high jump, obstacle course, and tug-of-war

1.6 Rhythm Skills

- Perform fundamental movements to rhythm or beat

Suggested Activity: Aerobics, line dance, presentations by professional health and fitness specialists, folk dances, jump bands, tinikling, lummi, rope jumping, dyna-bands and juggling

1.7 Swimming Skills

- Develop basic swimming skills and simple survival techniques

Suggested Activities: Swimming unit based on the Red Cross swimming Level 1-Level VI using small group instruction and practice

2.0 Students will analyze movement concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.

2.1 Soccer Skills

- Enhance control of the soccer ball, through the application of skills in heading, shooting, tackling, jockeying, marking, guarding, passing, and recovering

Suggested Activities: Various drills incorporating heading, shooting, tackling, jockeying, marking, guarding, passing, and receiving

2.2 Bowling Skills

- Execute the approach, delivery, and follow through of the bowling ball for successful 10 pin bowling

Suggested Activities: 10 pin bowling, Moonlight bowling, and Bingo Bowling

2.3 Volleyball Skills

- Demonstrate and use the appropriate skills necessary for participation in game activity

Suggested Activities: partner and group activities using pass, set, serve, hit and block

2.4 Racquet Skills

- Understand the principles of controlled striking using correct angles and force for successful racquet play

Suggested Activities: Partner and group activities using forehand, backhand, serve, underhand, and overhand hitting (reference USTA Manual)

2.5 Basketball Skills

- Enhance offensive and defensive skills leading to successful performance in class

Suggested Activities: shooting, dribbling, passing in individual, partner and group activities; 1 on 1, 2 on 2, etc; sideline basketball, captain ball, lane basketball

2.6 Challenges

- Demonstrate and use strengths and wits against others

Suggested Activities: combative activities (references: Watertown Resource Manual)

3.0 Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness

3.1 Fitness Activities

- Activities designed to cultivate the qualities of health related physical fitness (I.E. strength, endurance, flexibility, cardiovascular and body composition)

Suggested Activities: reference Watertown Elementary Resource Manual

3.2 Growth and Fitness Evaluation

- Analyze student growth from fall to spring (height, weight, skin fold, flexibility, muscular endurance, agility, abdominal strength, upper body strength, cardiovascular endurance)

Activity: Growth and Fitness Evaluation, heart monitors, daily fitness activities

3.3 Jump Rope

- Students will participate in jump rope activities to maintain aerobic fitness

Suggested Activities: Short rope individual and partner challenges, long rope skills including double-dutch, egg beaters, and jumping rope using chants

4.0 Students will develop responsible and respectful personal and social behavior in physical activity settings.

4.1 Games

- Model appropriate personal and social conduct, exhibit acceptable sportsmanship in all activities

Suggested Activities: simple games and recreational activities

4.2 Challenges

- Demonstrate a proper perspective when involved in challenge activities

Suggested Activities: combative activities

5.0 Students will understand that physical activity provides opportunities for enjoyment challenge, self-expression, social interaction and employment.

5.1 Lifetime Activities

- Know the availability of community programs and how to access them
- Transfer skills learned in physical education class to become involved in activity in and out of school activities
- Realize how a positive attitude affects the ability to make healthy decisions
- Become aware of other lifetime activities that enhance physical fitness (bowling, recreational games, swimming, Frisbee, ice skating, aerobics, walking, biking, blading and wallyball)

Suggested Activities: Bowling, softball, basketball, soccer, football, swimming, jump rope, volleyball, racquet games, track and field

Health Curriculum Outline
Grade 5

Day One:	Self Esteem (Life Skills)
Day Two:	Decision Making (Life Skills)
Day Three:	Nutrition and Physical Activity (Health Smart)
Day Four:	Nutrition and Physical Activity (Health Smart)
Day Five:	Nutrition and Physical Activity (Health Smart)
Day Six:	Nutrition and Physical Activity (Health Smart)
Day Seven:	Nutrition and Physical Activity (Health Smart)
Day Eight:	Nutrition and Physical Activity (Health Smart)
Day Nine:	Advertisement (Life Skills)
Day Ten:	Safety and Injury Prevention (Health Smart)
Day Eleven:	Safety and Injury Prevention (Health Smart)
Day Twelve:	Safety and Injury Prevention (Health Smart)
Day Thirteen:	Assertiveness (Life Skills)
Day Fourteen:	Tobacco and Alcohol Prevention (Health Smart, Life Skills)
Day Fifteen:	Tobacco and Alcohol Prevention (Health Smart, Life Skills)
Day Sixteen:	Tobacco and Alcohol Prevention (Health Smart, Life Skills)
Day Seventeen:	Tobacco and Alcohol Prevention (Health Smart, Life Skills)
Day Eighteen:	Dealing with Stress (Life Skills)

Grade 5

1. **Self –Esteem (Life Skills Training)**
2. **Decision Making (Life Skills Training)**
3. **Smoking Information (Life Skills Training)**
4. **Advertisement (Life Skills Training)**
5. **Dealing with Stress (Life Skills Training)**
6. **Assertiveness (Life Skills Training)**

Unit 2: Safety & Injury Prevention

Lesson 2: Media Message & School Violence

(Standards met in lesson: 1.3, 2.1, 2.2, 4.1)

Activity 1: Analyzing Media Messages & Violence

- Shape peer norms regarding the negative influence of media violence.
- Draw conclusions about the influence of media violence.
- Use assessment skills to understand media messages.

Activity 2: Media Messages & Casual Cruelty

- Shape peer norms regarding the influence of media on violence.
- Draw conclusions about the influence of media on casual cruelty.
- Use skills for analyzing influences to understand media and casual cruelty.

Activity 3: Taking a Stand Against Violent Media Messages

- Use advocacy skills to take a stand against violence in the media.

Lesson 3: Preventing School Bullying

(Standards met in lesson: 1.1, 4.1, 4.2, 4.3)

Activity 1: Understanding Bullying

- Shape peer norms that view bullying as unacceptable
- Identify reasons kids bully.
- Describe how to recognize bullying.

Activity 2: Bullying & Feelings

- Identify feelings of those who are bullied and how these feelings are expressed.

Activity 3: Preventing & Reporting Bullying

- Build a personal value for preventing a reporting bullying.
- Shape peer norms that value preventing and reporting bullying
- Formulate strategies for preventing and reporting bullying
- Express intentions to tell an adult if they or someone they know experiences bullying.

Lesson 5: Friends in Trouble

(Standards met in lesson: 1.1, 4.1, 4.2, 4.3)

Activity 1: Helping Friends Who Are in Trouble

- Build a personal value for getting help for friends and classmates in trouble.
- Shape peer norms that value getting help for friends and classmates in trouble.
- Explain how to help friends and classmates in trouble.
- Use skills for accessing recourses to help friends and classmates in trouble.

Unit 3: Nutrition & Physical Activity

Lesson 1: Eating to Be Healthy

(Standards met in lesson: 1.1, 1.2, 3.1, 3.2, 3.3)

Activity 1: Using the Health Smart Guidelines for Healthy Eating

- Build a personal value for making healthy food choices.
- Shape peer norms that value healthy eating.
- Discuss how to follow the Health Smart Guidelines for Healthy Eating
- Use self-assessment skill to apply the Health Smart Guidelines for Healthy Eating.

Activity 2: Understanding Food Serving Sizes

- Build a personal value for eating healthy foods in the right amounts.
- Shape peer norms that value eating healthy foods in the right amounts.
- Analyze recommended food-serving sizes.

Activity 3: Food Choices & Me

- Build a personal value for healthy eating.
- Shape peer norms that value healthy eating.
- Use self-assessment skills to guide healthy food choices.
- Identify ways to improve their food choices.

Activity 4: Challenges to Eating Healthy

- Build a personal value for healthy eating on special occasions and when eating out.
- Shape peer norms that value eating healthy on special occasions and when eating out.
- Apply strategies for eating healthy on special occasions and when eating out.

Lesson 2: Exercising to Be Healthy

(Standards met in lesson: 1.1, 3.1, 3.2, 3.3)

Activity 1: Using the Health Smart Guidelines for Physical Activity & Exercise

- Build a personal value for physical activity and exercise.
- Shape peer norms that value physical activity and exercise
- Discuss how to follow the Health Smart Guidelines for Physical Activity and Exercise.

Activity 2: Exercise & Physical Activity: How Am I Doing?

- Use self-assessment skills to evaluate personal physical activity and exercise levels.

- Apply strategies for including 30 minutes of physical activity and 30 minutes of nonstop exercise each day to be healthy.
- Explain ways to overcome barriers to daily physical activity and exercise.

Lesson 3: Practicing Healthy Behaviors: Eating & Exercising

(Standards met in lesson: 1.1, 1.2, 3.1, 3.2, 3.3,)

Activity 1: Healthy Eating & Exercise Getting Started

- Build a personal value for healthy eating and exercise.
- Use goal-setting skills to eat healthy and exercise.
- Identify expected benefits of healthy eating and exercise.
- Apply strategies for overcoming barriers to healthy eating and exercise.

Activity 2: Tracking My Progress

- Build a personal value for healthy eating and exercise.
- Use self-management skills to monitor personal progress toward healthy eating and exercise.

Lesson 4: Keeping My Learning Alive

(Standards met in lesson: 1.1, 1.2, 3.1, 3.2, 3.3)

Activity 1: Staying Motivated

- Build a personal value for continuing to exercise and eat in healthy ways.
- Shape peer norms that value healthy eating and exercise.
- Apply strategies for continuing to exercise and eat in healthy ways.

Unit 4: Tobacco & Alcohol Prevention

Lesson 1: Alcohol: A Dangerous Drug

(Standards met in lesson: 1.1, 1.2,, 1.3, 2.1, 2.3, 3.1, 5.1)

Activity 1: Alcohol & the Body

- Build a personal value for avoiding alcohol experimentation.
- Shape peer norms that value the choice to be alcohol free.
- Shape peer norms that value the choice to avoid alcohol experimentation.
- Analyze how alcohol affects the body.
- Discuss the dangers of alcohol experimentation.
- Express intentions to not experiment with alcohol.

Lesson 2: Understanding Alcohol Connections

(Standards met in lesson: 1.1, 1.2,, 1.3, 2.1, 2.3, 3.1, 5.1)

Activity 1: Alcohol & Feelings

- Shape peer norms that value the choice to be alcohol free.
- Discuss how feelings and alcohol use are connected.
- Identify ways to deal with strong feeling without drinking alcohol.

Activity 2: Alcohol & Peers

- Shape peer norms that value the choice to be alcohol free.
- Discuss how feelings and alcohol use are connected.

- Use skills for analyzing influences to understand the effects friends can have on being alcohol free.

Activity 3: Alcohol, Personal Choices & Consequences

- Shape peer norms that value the choice to be alcohol free.
- Analyze how personal choices and consequences are connected to alcohol use.

Activity 4: Alcohol & the Media

- Shape peer norms that value the choice to be alcohol free.
- Discuss how the media and alcohol use are connected.
- Use skills for analyzing influences to understand the effects of media messages on alcohol use.

Activity 5: A Closer Look at Me & Alcohol Connections

- Build a personal value for being alcohol free.
- Shape peer norms that value the choice to be alcohol free.
- Use self-assessment skills to be alcohol free.

Lesson 3: Being Alcohol Free

(Standards met in lesson: 1.1, 1.2,, 1.3, 2.1, 2.3, 3.1, 5.1)

Activity 1: My Pledge to be Alcohol Free

- Build a personal value for being alcohol free.
- Express intentions to be alcohol free.
- Shape peer norms that value being alcohol free and helping others be alcohol free.
- Use decision-making skills to make the choice to be alcohol free.

Activity 2: Peer Power – Alcohol Free Together

- Build a personal value for being alcohol free.
- Build a personal value for using peer power to keep self and others alcohol free.
- Shape peer norms that value being alcohol free and helping others be alcohol free.
- Apply strategies for using peer power to help others be alcohol free.
- Use communication skills to help others be alcohol free.

Lesson 4: Alcohol & Others

(Standards met in lesson: 1.1, 1.2,, 1.3, 2.1, 2.3, 3.1, 5.1)

Activity 1: When Friends & Family Use Alcohol

- Build a personal value for getting help for alcohol problems.
- Recognize what can happen with family alcohol abuse.
- Use skills for accessing resources to get help for family alcohol problems,

Lesson 5: Keeping My Learning Alive

(Standards met in lesson: 1.1, 1.2,, 1.3, 2.1, 2.3, 3.1, 5.1)

Activity 1: Staying Alcohol Free

- Build a personal value for being alcohol free.
- Shape peer norms that value being alcohol free and helping others be alcohol free.
- Identify ways to be alcohol free and help others be alcohol free.
- Express intentions to take action to be and help others be alcohol free.

Use advocacy skills to help others be alcohol free.

Grade 5

Unit 2: Safety & Injury Prevention

Lesson 1: Safe Schools & Classrooms

(Standards met in lesson: 1.1, 3.1, 3.2, 3.3, 4.1, 5.1, 5.2)

Activity 1: Safe Schools: Building the Big Picture

- Build a personal value for feeling safe at school.
- Shape peer norms that value being safe at school.
- Identify ways to help to create a safe school.
- Shape Peer norms that value creating a safe school.

Activity 2: Being Safe: Student Rights, Responsibilities & Actions

- Analyze how personal rights and responsibilities help create a safe school.
- Shape peer norms that value responsible actions to create a safe school.
- Express intentions to act responsibly at school.

Activity 3: School Safety Procedures

- Shape peer norms that value following school safety procedures.
- Demonstrate how to respond to school emergencies.

Lesson 2: Media Message & School Violence

(Standards met in lesson: 1.3, 2.1, 2.2, 4.1)

Activity 1: Analyzing Media Messages & Violence

- Shape peer norms regarding the negative influence of media violence.
- Draw conclusions about the influence of media violence.
- Use assessment skills to understand media messages.

Activity 2: Media Messages & Casual Cruelty

- Shape peer norms regarding the influence of media on violence.
- Draw conclusions about the influence of media on casual cruelty.
- Use skills for analyzing influences to understand media and casual cruelty.

Activity 3: Taking a Stand Against Violent Media Messages

- Use advocacy skills to take a stand against violence in the media.

Lesson 3: Preventing School Bullying

(Standards met in lesson: 1.1, 4.1, 4.2, 4.3)

Activity 1: Understanding Bullying

- Shape peer norms that view bullying as unacceptable
- Identify reasons kids bully.
- Describe how to recognize bullying.

Activity 2: Bullying & Feelings

- Identify feelings of those who are bullied and how these feelings are expressed.

Activity 3: Preventing & Reporting Bullying

- Build a personal value for preventing a reporting bullying.
- Shape peer norms that value preventing and reporting bullying

- Formulate strategies for preventing and reporting bullying
- Express intentions to tell an adult if they or someone they know experiences bullying.

Lesson 4: School Fights

(Standards met in lesson: 1.1, 4.1, 4.2, 4.3)

Activity 1: Understanding School Fights

- Build a personal value for not fighting at school
- Identify reasons for not fighting at school
- Shape peer norms that value not fighting at school

Activity 2: School Fights & Feelings

- Identify negative feelings associated with fighting.
- Recognize the influence of peers on school fights.
- Express intentions to not encourage others to fight.

Activity 3: Preventing & Avoiding School Fights

- Shape peer norms that value preventing and avoiding school fights.
- Determine the difference between simple conflict and serious trouble
- Shape peer norms that value getting help for serious trouble
- Identify ways to prevent and avoid school fights.
- Express intentions to prevent and avoid school fights.

Lesson 5: Trends in Trouble

(Standards met in lesson: 1.1, 4.1, 4.2, 4.3)

Activity 1: Helping Friends Who Are in Trouble

- Build a personal value for getting help for friends and classmates in trouble.
- Shape peer norms that value getting help for friends and classmates in trouble.
- Explain how to help friends and classmates in trouble.
- Use skills for accessing resources to help friends and classmates in trouble.

Lesson 6: Keeping My Learning Alive

(Standards met in lesson: 1.1, 3.3, 4.1, 4.2, 4.3)

Activity 1: Making My School Safe

- Build a personal value for having a safe school.
- Shape peer norms that value helping to create a safe school.
- Identify ways to help create a safe school.
- Express intentions to take action to help create a safe school.

Unit 3: Nutrition & Physical Activity

Lesson 1: Eating to Be Healthy

(Standards met in lesson: 1.1, 1.2, 3.1, 3.2, 3.3)

Activity 1: Using the Health Smart Guidelines for Healthy Eating

- Build a personal value for making healthy food choices.
- Shape peer norms that value healthy eating.
- Discuss how to follow the Health Smart Guidelines for Healthy Eating
- Use self-assessment skill to apply the Health Smart Guidelines for Healthy Eating.

Activity 2: Understanding Food Serving Sizes

- Build a personal value for eating healthy foods in the right amounts.
- Shape peer norms that value eating healthy foods in the right amounts.
- Analyze recommended food-serving sizes.

Activity 3: Food Choices & Me

- Build a personal value for healthy eating.
- Shape peer norms that value healthy eating.
- Use self-assessment skills to guide healthy food choices.
- Identify ways to improve their food choices.

Activity 4: Challenges to Eating Healthy

- Build a personal value for healthy eating on special occasions and when eating out.
- Shape peer norms that value eating healthy on special occasions and when eating out.
- Apply strategies for eating healthy on special occasions and when eating out.

Lesson 2: Exercising to Be Healthy

(Standards met in lesson: 1.1, 3.1, 3.2, 3.3)

Activity 1: Using the Health Smart Guidelines for Physical Activity & Exercise

- Build a personal value for physical activity and exercise.
- Shape peer norms that value physical activity and exercise
- Discuss how to follow the Health Smart Guidelines for Physical Activity and Exercise.

Activity 2: Exercise & Physical Activity: How Am I Doing?

- Use self-assessment skills to evaluate personal physical activity and exercise levels.
- Apply strategies for including 30 minutes of physical activity and 30 minutes of nonstop exercise each day to be healthy.
- Explain ways to overcome barriers to daily physical activity and exercise.

Lesson 3: Practicing Healthy Behaviors: Eating & Exercising

(Standards met in lesson: 1.1, 1.2, 3.1, 3.2, 3.3,)

Activity 1: Healthy Eating & Exercise Getting Started

- Build a personal value for healthy eating and exercise.
- Use goal-setting skills to eat healthy and exercise.
- Identify expected benefits of healthy eating and exercise.
- Apply strategies for overcoming barriers to healthy eating and exercise.

Activity 2: Tracking My Progress

- Build a personal value for healthy eating and exercise.
- Use self-management skills to monitor personal progress toward healthy eating and exercise.

Lesson 4: Keeping My Learning Alive

(Standards met in lesson: 1.1, 1.2, 3.1, 3.2, 3.3)

Activity 1: Staying Motivated

- Build a personal value for continuing to exercise and eat in healthy ways.
- Shape peer norms that value healthy eating and exercise.
- Apply strategies for continuing to exercise and eat in healthy ways.

PHYSICAL EDUCATION 5-6

1.0 Students will develop competency in all fundamental movement skills and proficiency in some movement forms.

1.1 Softball Skills

- Develop basic skills of throwing, catching, batting and fielding
- Acquire the skills and knowledge to play softball

Activities: overhand/underhand throwing, fielding, catching hit and thrown balls, batting, base running, pitching and basic rules of softball

1.2 Jump Rope Skills

- Develop visual tactile coordination, gross motor coordination, rhythm and timing

Activities: Short rope individual and partner challenges, long rope skills including double-dutch, egg beaters, and jumping ropes using chants

1.3 Stunts, Tumbling, Apparatus and Beam Skills

- Develop competency and proficiency in strength, body management, coordination, flexibility, agility, control of balance and fundamental concepts of right vs. left, near vs. far, wide vs. narrow, up vs. down, and forward vs. backward

Suggested Activities: Animal movements, partner and group stunts, tumbling, inverted balances, balance stunts, individual stunts, partner support stunts, jungle gym, climbing ropes, horizontal ladder, balance beam, cargo net, wall climbers, parallel bars, vault box, and gymnastics floor exercises

1.4 Football Skills

- Develop competency and proficiency in mechanics of passing, catching, punting, kicking, carrying, exchanging the football (hand-off) and agility

Suggested Activity: Skills and drills incorporating punting, passing, pass receiving, running with the ball, centering, defense, punting, and kicking

1.5 Track and Field Skills

- Develop competency and proficiency in the mechanics of running, throwing and jumping

Suggested Activity: Times individual 50, 100, 200, 400 and 800; relays, hurdling, softball throw, shot put, discus, standing long jump, high jump, obstacle course, and tug-of-war

1.6 Rhythm Skills

- Perform fundamental movements to rhythm or beat

Suggested Activity: Aerobics, line dance, presentations by professional health and fitness specialists, folk dances, jump bands, tinkling, lummi, rope jumping, dyna-bands and juggling

1.7 Swimming Skills

- Develop basic swimming skills and simple survival techniques

Suggested Activities: Swimming unit based on the Red Cross swimming Level 1-Level VI using small group instruction and practice

2.0 Students will analyze movement concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.

2.1 Soccer Skills

- Enhance control of the soccer ball, through the application of skills in heading, shooting, tackling, jockeying, marking, guarding, passing, and recovering

Suggested Activities: Various drills incorporating heading, shooting, tackling, jockeying, marking, guarding, passing, and receiving

2.2 Bowling Skills

- Execute the approach, delivery, and follow through of the bowling ball for successful 10 pin bowling

Suggested Activities: 10 pin bowling, Moonlight bowling, and Bingo Bowling

2.3 Volleyball Skills

- Demonstrate and use the appropriate skills necessary for participation in game activity

Suggested Activities: partner and group activities using pass, set, serve, hit and block

2.4 Racquet Skills

- Understand the principles of controlled striking using correct angles and force for successful racquet play

Suggested Activities: Partner and group activities using forehand, backhand, serve, underhand, and overhand hitting (reference USTA Manual)

2.5 Basketball Skills

- Enhance offensive and defensive skills leading to successful performance in class

Suggested Activities: shooting, dribbling, passing in individual, partner and group activities; 1 on 1, 2 on 2, etc; sideline basketball, captain ball, lane basketball

2.6 Challenges

- Demonstrate and use strengths and wits against others

Suggested Activities: combative activities (references: Watertown Resource Manual)

3.0 Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness

3.1 Fitness Activities

- Activities designed to cultivate the qualities of health related physical fitness (I.E. strength, endurance, flexibility, cardiovascular and body composition)

Suggested Activities: reference Watertown Elementary Resource Manual

3.2 Growth and Fitness Evaluation

- Analyze student growth from fall to spring (height, weight, skin fold, flexibility, muscular endurance, agility, abdominal strength, upper body strength, cardiovascular endurance)

Activity: Growth and Fitness Evaluation, heart monitors, daily fitness activities

3.3 Jump Rope

- Students will participate in jump rope activities to maintain aerobic fitness

Suggested Activities: Short rope individual and partner challenges, long rope skills including double-dutch, egg beaters, and jumping rope using chants

4.0 Students will develop responsible and respectful personal and social behavior in physical activity settings.

4.1 Games

- Model appropriate personal and social conduct, exhibit acceptable sportsmanship in all activities

Suggested Activities: simple games and recreational activities

4.2 Challenges

- Demonstrate a proper perspective when involved in challenge activities

Suggested Activities: combative activities

5.0 Students will understand that physical activity provides opportunities for enjoyment challenge, self-expression, social interaction and employment.

5.1 Lifetime Activities

- Know the availability of community programs and how to access them
- Transfer skills learned in physical education class to become involved in activity in and out of school activities
- Realize how a positive attitude affects the ability to make healthy decisions
- Become aware of other lifetime activities that enhance physical fitness (bowling, recreational games, swimming, Frisbee, ice skating, aerobics, walking, biking, blading and wallyball)

Suggested Activities: Bowling, softball, basketball, soccer, football, swimming, jump rope, volleyball, racquet games, track and field

Health Curriculum Outline
Grade 6

Day One:	Self Esteem (Life Skills)
Day Two:	Decision Making (Life Skills)
Day Three:	Safety and Injury Prevention-Risk Taking (Health Smart)
Day Four:	Nutrition and Physical Activity (Health Smart)
Day Five:	Nutrition and Physical Activity (Health Smart)
Day Six:	Nutrition and Physical Activity (Health Smart)
Day Seven:	Nutrition and Physical Activity (Health Smart)
Day Eight:	Nutrition and Physical Activity (Health Smart)
Day Nine:	Nutrition and Physical Activity (Health Smart)
Day Ten:	Advertisement (Health Smart, Life Skills)
Day Eleven:	Assertiveness (Health Smart, Life Skills)
Day Twelve:	Tobacco, Alcohol, and Drug Prevention (Health Smart, Life Skills)
Day Thirteen:	Tobacco, Alcohol, and Drug Prevention (Health Smart, Life Skills)
Day Fourteen:	Tobacco, Alcohol, and Drug Prevention (Health Smart, Life Skills)
Day Fifteen:	Tobacco, Alcohol, and Drug Prevention (Health Smart, Life Skills)
Day Sixteen:	Tobacco, Alcohol, and Drug Prevention (Health Smart, Life Skills)
Day Seventeen:	Tobacco, Alcohol, and Drug Prevention (Health Smart, Life Skills)
Day Eighteen:	Dealing with Stress (Life Skills)

Grade 6

1. **Self–Esteem (Life Skills Training)**
2. **Decision Making (Life Skills Training)**
3. **Smoking Information (Life Skills Training)**
4. **Advertisement (Life Skills Training)**
5. **Dealing with Stress (Life Skills Training)**
6. **Assertiveness (Life Skills Training)**

Unit 2: Safety & Injury Prevention

Lesson 3: Choosing to Be Safe & Injury Free

(Standards met in lesson: 1.1, 1.2, 4.1, 4.2, 4.3)

Activity 1: Risks & Injury

- Build a personal value for reducing behaviors and actions that can lead to injury.
- Shape peer norms that value safe behaviors and actions.
- Identify reasons some people act in unsafe ways.
- Identify ways to reduce risk and prevent injuries.

Activity 2: How Safe Are My Actions

- Build a personal value for being injury free.
- Shape peer norms that value safe behaviors and actions.
- Identify benefits and rewards of being injury free.
- Identify ways to reduce risks and prevent injury.

Unit 3: Nutrition & Physical Activity

Lesson 1: Reinforcing Healthy Eating

(Standards met in lesson: 1.1, 1.2, 3.1, 3.2, 3.3)

Activity 1: Assessing My Food Choices

- Build a personal value for healthy eating.
- Shape peer norms that value healthy eating.
- Use self-assessment skills to guide healthy food choices.
- Identify ways to improve their good choices.

Activity 2: Using the Health Smart Guidelines for Healthy Eating

- Build a personal value for making healthy food choices.
- Shape peer norms that value healthy eating.
- Discuss how to follow the Health Smart Guidelines for Healthy Eating.

Activity 3: Reading Food Labels

- Demonstrate how to use food labels to make healthy food choices.

Activity 4: Healthy Eating & the Junk Food Connection

- Build a personal value for little or no junk food.
- Shape peer norms that value eating little of no junk food.

- Discuss how knowing about food ingredients can help them eat in healthy ways.

Lesson 2: Reinforcing Physical Activity & Exercise

(Standards met in lesson: 1.1, 1.2, 3.1, 3.2, 3.3)

Activity 1: Using the Health Smart Guidelines for Physical Activity & Exercise

- Build a personal value for getting 30 minutes of physical activity and 30 minutes of exercise daily.
- Shape peer norms that value getting 30 minutes of physical activity and 30 minutes of exercise daily.
- Discuss how to follow the Health Smart Guidelines for Physical Activity and Exercise.

Activity 2: Exercise & Physical Activity: How Am I Doing?

- Use self-assessment skills to evaluate personal physical activity and exercise levels.
- Apply strategies for including 30 minutes of physical activity and 30 minutes of nonstop exercise each day to be healthy.
- Explain ways to overcome barriers to daily physical activity and exercise.

Lesson 3: Understanding Eating, Exercise & Body Image

(Standards met in lesson: 1.1, 1.2, 3.1, 3.2, 3.3)

Activity 1: Advertising, Kids & Body Image

- Build a personal value for understanding the influence of advertising messages on body image.
- Shape peer norms that value a healthy body image.
- Use skills for analyzing messages on body image.

Activity 2: Eating Disorders & Body Image

- Recognize unhealthy eating and exercise patterns.
- Use skills for accessing resources to get help for eating disorders.

Lesson 4: Practicing Healthy Behaviors: Eating & Exercising

(Standards met in lesson: 1.1, 1.2, 3.1, 3.2, 3.3)

Activity 1: Healthy Eating & Exercise Getting Started

- Build a personal value for healthy eating and exercise.
- Use goal-setting skills to eat healthy and exercise.
- Discuss ways to eat healthy and exercise.
- Identify expected benefits of healthy eating and exercise.
- Identify ways to overcome barriers to healthy eating and exercise.

Activity 2: Tracking My Progress

- Build a personal value for healthy eating and exercise.
- Use self-management skills to monitor personal progress toward healthy eating and exercise.

Activity 3: Staying Motivated

- Build a personal value for continuing to exercise and eat in healthy ways.
- Shape peer norms that value healthy eating and exercise.

- Apply strategies for continuing to exercise and eat in healthy ways.

Unit 4: Tobacco & Alcohol and Other Drug Prevention

Lesson 1: Tobacco: A Dangerous drug

(Standards met in lesson: 1.1, 1.2, 1.3, 3.1, 3.2, 3.3)

Activity 1: Tobacco & the Body

- Build a personal value for avoiding tobacco experimentation.
- Shape peer norms that value the choice to be tobacco free.
- Analyze how tobacco affects the body.
- Explain the dangers of tobacco experimentation.
- Express intentions to not experiment with tobacco.

Lesson 2: Tobacco & Peers

(Standards met in lesson: 1.1, 1.2, 1.3, 3.1, 3.2, 3.3)

Activity 1: What peers Really Think & Do About Tobacco

- Shape peer norms that value the choice to be tobacco free.
- Discuss how peer attitudes and behaviors influence tobacco experimentation and use.

Lesson 3: Kids and Tobacco Advertising

(Standards met in lesson: 1.1, 1.2, 1.3, 3.1, 3.2, 3.3)

Activity 1: Tobacco: A Product to Sell

- Build a personal value for rejecting tobacco advertising.
- Identify how tobacco companies manipulate kids into using tobacco products.
- Build a personal value for alternatives to spending money on tobacco.
- Shape peer norms that value alternatives to spending money on tobacco.

Lesson 4: Marijuana Use & Consequences

(Standards met in lesson: 1.1, 1.2, 1.3, 3.1, 3.2, 3.3)

Activity 1: Marijuana & the Body

- Build a personal value for avoiding marijuana experimentation
- Shape peer norms that value the choice to be drug free
- Analyze how marijuana affects the body
- Express intention to be drug free

Lesson 5: Making the Choice to be Drug Free

(Standards met in lesson: 1.1, 1.2, 1.3, 3.1, 3.2, 3.3)

Activity 1: Drug Free: My Challenge & Rewards

- Use knowledge to be drug free
- Build a personal value for being drug free
- Shape peer norms that value being drug free

Activity 2: My Drug-Free Choice, Plan & Road Map

- Build a personal value for making the choice to be drug free
- Shape peer norms that value the choice to be drug free
- Use decision-making skills to be drug free
- Express intentions to be drug free

Lesson 6: Resisting the Pressure to Use Drugs

(Standards met in lesson: 1.1, 1.2, 1.3, 3.1, 3.2, 3.3)

Activity 1: Saying No to Drugs

- Discuss ways to say No to resist drugs.
- Build a personal value for being drug free
- Shape peer norms that value resisting pressure to use drugs
- Use communication skills to resist pressure to use drugs

Grade 6

Unit 2: Safety & Injury Prevention

Lesson 1: Injury: Building the Big Picture

(Standards met in lesson: 1.1, 1.2, 3.1, 3.3)

Activity 1: Injury in the News

- Build a personal value for avoiding the consequences of injuries.
- Identify ways to prevent injuries.
- Use assessment skills to analyze prevention issues.

Activity 2: What's in the word?

- Identify consequences that can result from personal injuries.

Activity 3: From "Accidents" to "Preventable Injuries"

- Build a personal value for not using the word accident to refer to predictable events that could have been prevented.
- Build a personal value for preventing "accidents"
- Shape peer norms that value preventing "accidents"
- Analyze how to prevent injuries.

Lesson 2: Safety Rules as Safety Tools

(Standards met in lesson: 1.1, 1.2, 4.2)

Activity 1: Injuries & Kids Today

- Build a personal value for avoiding injury.
- Identify the most common causes of serious injury among children and youth.
- Explain how to prevent the most common causes on injury.
- Use assessment skills to prevent injuries.

Activity 2: Then Need for Safety Rules

- Build a personal value for practical safety rules.
- Shape peer norms that value using safety rules.
- Identify the need for practical safety rules.

Activity 3: Important Safety Rules

- Build a personal value for having useful safety rules.
- Shape peer norms that value using safety rules
- Identify safety rules commonly used by friends and family.
- Express intentions to follow safety rules

Lesson 3: Choosing to Be Safe & Injury Free

(Standards met in lesson: 1.1, 1.2, 4.1, 4.2, 4.3)

Activity 1: Risks & Injury

- Build a personal value for reducing behaviors and actions that can lead to injury.
- Shape peer norms that value safe behaviors and actions.
- Identify reasons some people act in unsafe ways.
- Identify ways to reduce risk and prevent injuries.

Activity 2: How Safe Are My Actions

- Build a personal value for being injury free.
- Shape peer norms that value safe behaviors and actions.
- Identify benefits and rewards of being injury free.
- Identify ways to reduce risks and prevent injury.

Activity 3: Choosing Safety: My Personal Plan

- Use goal-setting skills to plan safe behaviors and actions the prevent injury.
- Use self-assessment skills to analyze personal safety behaviors and actions.
- Use self-management and self-control skills to practice safe behaviors and actions.
- Act in ways to prevent injuries.

Lesson 4: Spreading the Word: Be Careful, Be Safe, Be Injury Free

(Standards met in lesson: 1.1, 1.2, 3.1, 3.2, 3.3, 4.1, 4.2)

Activity 1: Advocating for safety

- Build a personal value for helping others be injury free and safe.
- Shape peer norms that value helping others be injury free and safe.
- Discuss how to help others be injury free and safe.
- Use advocacy skills to help others be injury free and safe.

Lesson 5: Keeping My Learning Alive

(Standards met in lesson: 1.1, 1.2, 3.1, 3.2, 4.1, 4.2)

Activity 1: Practicing Safe Behaviors

- Build a personal value for being injury free.
- Shape peer norms that value being injury free
- Identify ways to be injury free.
- Express intentions to take actions to be injury free.

Unit 3: Nutrition & Physical Activity

Lesson 1: Reinforcing Healthy Eating

(Standards met in lesson: 1.1, 1.2, 3.1, 3.2, 3.3)

Activity 1: Assessing My Food Choices

- Build a personal value for healthy eating.
- Shape peer norms that value healthy eating.
- Use self-assessment skills to guide healthy food choices.
- Identify ways to improve their good choices.

Activity 2: Using the Health Smart Guidelines for Healthy Eating

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- Discuss how to follow the Health Smart Guidelines for Healthy Eating.

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Activity 4: Healthy Eating & the Junk Food Connection

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- Shape peer norms that value eating little of no junk food.
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Activity 2: Exercise & Physical Activity: How Am I Doing?

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- Build a personal value for healthy eating and exercise.
- Use goal-setting skills to eat healthy and exercise.
- Discuss ways to eat healthy and exercise.
- Identify expected benefits of healthy eating and exercise.
- Identify ways to overcome barriers to healthy eating and exercise.

Activity 2: Tracking My Progress

- Build a personal value for healthy eating and exercise.
- Use self-management skills to monitor personal progress toward healthy eating and exercise.

Lesson 5: Keeping My Learning Alive

(Standards met in lesson: 1.1, 1.2, 3.1, 3.2, 3.3)

Activity 1: Staying Motivated

- Build a personal value for continuing to exercise and eat in healthy ways.
- Shape peer norms that value healthy eating and exercise.
- Apply strategies for continuing to exercise and eat in healthy ways.

POLICIES AND PROCEDURES IN PHYSICAL EDUCATION WATERTOWN MIDDLE SCHOOL

The establishment of a definite set of operating policies is fundamental to sound administration. They should be in accord with the overall middle school policies. Students should be familiarized with the policies early in the school year, preferably during the first week of school, to assure cooperation and to avoid any misunderstanding.

Primary Objectives:

1. To state briefly the policies and procedures of the Physical Education Department for Watertown Middle School.
2. To gain some uniformity in the conduct and handling of physical education classes in middle school.

Implementation:

1. Explain thoroughly to the students the policies and procedures for which they will be held responsible - safety practices, grading system, gym uniforms, excuses, etc.
2. Refresh the memory of the students from time to time.
3. Follow through and see that policies and procedures are upheld.

1. UNIFORMS FOR STUDENTS

- A. Appropriate attire for physical education classes is required.
 1. Reason for uniformity in gym uniforms
 - a. The class looks better (appearance)
 - b. Much easier to maintain
 - c. Differences in social status minimized
 - d. Creates a feeling of unity
 2. The required uniforms are as follows:
 - a. Purple t-shirt, gold shorts, tennis shoes, and athletic socks
 - b. Purple and gold sweats are recommended for inclement weather.
 3. Teachers should use discretion in dealing with "hardship cases". If students can't possibly afford a uniform they should secure a uniform from the teacher. Borrowing or lending uniforms from other students should not be permitted.
 4. Uniforms can be purchased from the following sporting goods dealers: Lake City Screen Printing, Roy's Sport Shop, J & B Screen Printing, The Outfitter, Young's Prime-time Sports and Technicolor Screen Printing.

2. RECOMMENDED UNIFORM FOR INSTRUCTORS

The teacher should set the example. If students are expected to be in proper attire, the teacher should be properly dressed in tennis shoes and gym attire. Street clothes are not considered as proper attire for conducting a physical education class.

3. DRESSING FOR CLASS

Students would be given four (4) minutes to dress for class, and should be given six (6) minutes to dress after class. Students are encouraged to bring deodorant. Students needing a shower due to excessive body odor will be allowed additional time to shower.

4. LOCKER ROOM SUPERVISION

The class is not over when the students are dismissed from the gymnasium. Passing to the locker rooms, dressing, etc., are a part of the class period and should be accomplished in an orderly and safe fashion for all students. Teachers must supervise the locker room.

5. DISCIPLINE

Good teaching and good class organization contribute to good discipline. It is important that physical education is taught by understanding teachers.

6. ROLL TAKING FOR ATTENDANCE

No attempt is made here to list all the methods which might be used in taking roll. It is important to take roll, but conserve time in doing so. Some methods of taking roll:

- a. The call of roll by name takes time, but it might be used to an advantage, especially at the beginning of the year, to acquaint the teacher with the student.
- b. The squad method - squad leaders report absentees or the teacher glances to see if all squads have the correct number of students.

7. ORGANIZATION OF THE CLASS PERIOD (CLASS PROCEDURES)

Strict organization of the class period is a necessity so that in order that all available time is profitably spent.

- a. Dress
- b. Pre-class activity
- c. Roll call
- d. Warm-up and developmental activities
- e. Introduce activity
- f. Demonstrate activity
- g. Activity
- h. Evaluation and closure
- i. Dress

8. DISMISSING CLASS

It is important to use a desirable dismissing procedure and to see that students refrain from crowding around the door waiting for dismissal. The bell dismisses students to go to their next class.

9. GRADING

Grading in physical education follows the same general procedure as has been established for all areas of the school curriculum. Students will be graded on written exams, skill tests and participation. Grading is somewhat different for each activity. Grading will follow the following guidelines:

The grade will be divided into three categories in units which include a skill test.

1/4 skill test

1/4 written test

1/2 participation

Units which do not include a skill test:

1/3 written exam

2/3 participation

10. CARE OF FACILITIES

Our facilities are necessary for the conduct of a superior physical education program. It is important that we keep them neat and clean at all times. When not in use, lock doors. Do not allow street shoes on the gym floor.

11. CARE OF EQUIPMENT AND SUPPLIES

Taking the best possible care of the equipment can prove to be the greatest single money saver in the budget. Equipment should be cleaned, stored, marked and cared for properly. A positive program for educating the students to respect and care for the equipment is necessary. It is important that we keep accurate inventories of supplies and equipment daily.

12. CARE OF VALUABLES

It is the responsibility of **each student** to lock his/her locker during and after class.

13. MAXIMUM PARTICIPATION

Every physical education period should plan for the maximum participation by the greatest number of students in a given period of time. Pre-class activities can be organized and conducted before formal beginning of class. Students should not have to stand and wait for the instructor's message before beginning movement experiences.

14. LIABILITY

Physical education teachers **should never leave their class unattended.**

15. PROFESSIONAL ORGANIZATIONS

Professional physical educators belong to local, state, and national organizations. Locally these are:

- Watertown Education Association
- South Dakota Education Association
- South Dakota Association for Health, Physical Education Recreation & Dance

At the national level these are:

- National Education Association
- American Alliance for Health, Physical Education, Recreation & Dance

16. PREPARATION FOR INSTRUCTION

Each day all equipment and supplies needed for the first class period should be set up and ready for the students to start class promptly at 8:50 AM. The class period itself **should not** be used to set up equipment.

17. EXCUSES FROM PHYSICAL EDUCATION

Requests from excuses appear to bear an indirect relationship to the interest manifested in physical education by the school and the community. Where physical education ranks high as a meritorious education activity, few requests are made.

18. MEDICAL POLICIES REGARDING PHYSICAL EDUCATION

The physical education teacher should remain alert for all deviations from the normal behavior, and where signs of undue fatigue or other deviations appear the student should be at once referred to the school's nurse or limited in activity according to the condition. Physical education should be an experience to promote growth and development.

POLICY

Extended or long term excuses:

1. Any condition which prohibits the child from taking physical education for medical or religious reasons.
2. Excuses for medical reasons require a statement from the doctor which is to be renewed annually.
3. Within reason, an excuse from participation in physical education may be granted because of religious reasons upon presentation of written request by the parent.

Temporary excuses

1. Health conditions which restrict the child from physical education for a limited period of time of one to three days will be excused by written note from the parent.
2. Extended illnesses for a week require a doctor's statement.
3. Children with temporary excuses should observe class or participate to the limit of their ability.

19. SAFETY IN THE PHYSICAL EDUCATION PROGRAM

Teachers must be alert and aware of all that is going on in the class. They must be acutely alive to situations that could cause accidents or endanger children. If an accident should occur, a definite procedure must be followed.

All students should be instructed in regard to the safe procedure in the use of equipment, as well as, safety practices in the performance of activities. No one is allowed in the gym or weight room until a teacher is present.

In case an injury should occur:

1. Give emergency first aid. At no time should a child with a head or neck injury be moved.
2. Notify the school nurse, and if necessary secure medical help.
3. Notify parents.
4. Complete an accident report and forward it to the school nurse.

General Safety:

1. Each instructor should be capable of administering first aid.
2. The safety methods of participation in each activity should be taught by instructors.
3. Students should be urged to report all injuries to his/her instructor even though the injury is thought to be a minor one.
4. The physical education instructor should be present with the students in his/her class from the time of arrival of students until departure time.

**WATERTOWN MIDDLE SCHOOL
PHYSICAL EDUCATION RULES AND REGULATIONS**

UNIFORMS ** TOWELS ** PADLOCKS

1. Each student is required to wear the standard uniform: purple t-shirt, gold trunks, athletic socks, and athletic shoes. **Students must tie shoe laces and wear trunks appropriately on their hips.** Sweatshirts and sweat pants are recommended during the fall and spring.
2. Wash uniforms **once per week.** This uniform **should not be used** for athletics.
3. Students must mark their **first and last name on their shirt, trunks** (inseam), and sweats.
4. If you don't have a uniform, see your instructor immediately, or come into the office to borrow a uniform. **Don't borrow someone's uniform.**
5. All equipment left in the locker room will be kept at least one week. It will then be turned into the office lost and found. **Check immediately** with one of the instructors **for lost articles.**
6. Towels are available for after class. Place used towels in the proper containers.
7. Each student is issued a padlock and assigned a locker. It is your responsibility to lock your padlock and use your assigned locker at all times. If you **lose your padlock see your instructor.** Athletes out for a sport will be issued a large athletic locker for that sport. The charge for a lost padlock is **\$5.00.**

CLASS PROCEDURES

1. You have **4 minutes** after the bell to dress and be in your assigned squad. If late, you will be marked tardy. Check the **white boards** in the hallway for changes and the activity for the day.
2. Before or after an absence, **check with your instructor for make-up work.**
3. If you can't participate in class, **a note from your parents is required.** Extended illnesses and injuries must have a **doctor's excuse.** Whenever you see a doctor, obtain a medical excuse if your injury or illness requires you to miss the activity.
4. Notify your teacher of any **injury or medical restriction** immediately.
5. Remain in the locker room until you are dismissed. Stay behind the **YELLOW LINE.**
6. Never enter the **gymnasium, equipment room, or weight room** until a teacher is present.
7. No one will use profane or abusive language. Treat everyone with proper respect. Notify an instructor in case of any **bullying.**

**PHYSICAL EDUCATION CURRICULUM
WATERTOWN MIDDLE SCHOOL
2006 - 2007**

DAYS PER UNIT	DATE	7TH	8TH
15 14	Aug. 24 – Sept. 14 Sept. 15 – Oct. 5	Golf Soccer Rollerblading (3) FITNESSGRAM	Flag Football Tennis Rollerblading (3) FITNESSGRAM
12 12	Oct. 6 – 24 Oct. 26 – Nov. 13	Swimming Lacrosse (6) Health & Well (6)	Swimming Lacrosse (6) Family & Social (6)
13	Nov. 14 – Dec. 5	Gymnastics	Gymnastics
2	Dec. 6-7	Line Dance	Line Dance
10 10	Dec. 8-21 Jan. 3-16	Volleyball First Aid (6)/CC Ski	Archery Communicable Diseases (6)/CC
12 13	Jan. 17 – Feb. 2 Feb. 5 – 22	Pickleball Drug & Alcohol	Aerobics/Wt. Training Drug & Alcohol
12 13	Feb. 23 – Mar. 9 Mar. 21 – April 11	Table Tennis Reproduction (6)/ Personal Health (6)	Floor Hockey (6)/Basketball (6) CPR *** Drs. STD's (1)
2	April 12 & 13	Jitterbug	Jitterbug
13 13	April 16 – May 3 May 4 – 23	Track & Field Tennis FITNESSGRAM	Softball Badminton FITNESSGRAM

STUDENTS WILL STRENGTH/AEROBIC TRAIN ONE DAY/WEEK

HEALTH CURRICULUM

7TH GRADE

1.0 Students will understand health promotion and disease prevention concepts and practices.

Drug/alcohol/tobacco

1.1 Discuss alcoholism and its effects on families. pp. 285-287

Abstinence/communicable diseases

1.2 Students will be informed how to prevent sexually transmitted diseases.
pp. 318-325

Reproduction/personal health

1.2 Discuss and explain female and male secondary sex characteristics and reproductive systems. pp. 114-124

Mental and emotional health

1.2 Identify and discuss positive actions that will develop a positive self-esteem.
p. 36

1.2 Explain four things you can do to communicate effectively. p. 32

2.0 Students will access and evaluate health information, products, and services.

Personal health

2.1 Use questions to evaluate ads for grooming products. p. 211

2.1 Discuss ways to care for his or her skin. pp. 214-215 (video "Ms. Smithfield's Homeroom")

Drug/alcohol/tobacco

2.1 Discuss six kinds of legal drugs. p. 249 (Word splash strategy)

2.1 Explain the difference between responsible drug use and wrong drug use.
p. 249 (Video "Truth about Drugs")

2.1 Discuss ways the media promotes alcohol and tobacco. pp. 272 & 282

First aid and safety

2.1 Discuss what items should be kept in a first aid kit. p. 468

3.0 Students will understand the benefits of practicing health enhancing behaviors that reduce health risks.

Health and wellness

3.1 Identify the five kinds of health-related fitness. p. 219

3.2 Explain how to develop flexibility, cardiovascular endurance, muscular strength and endurance, and a healthful body composition. pp. 226-235

3.2 Develop a physical fitness plan that identifies fitness skills you can use when participating in sports and physical activities.

Drug/alcohol/tobacco

3.1 Discuss signs that a teen misuses or abuses drugs. p. 252

3.1 Explain and identify reasons why smoking, secondhand smoke, and smokeless tobacco are dangerous to your health. pp. 266-274 (Video "Dangers of Smoking")

3.1 Explain and discuss how drinking alcohol can harm your body. pp. 276-288

(Role play scenario)

- 3.1 Identify and discuss reasons why illegal drug use is dangerous. pp. 290-302
- 3.1 Explain why drug mixing can cause injury, illness, and death (Drug mixing activity)
- 3.2 Outline resistance skill you can use if you are pressured to use drugs, alcohol, and tobacco. pp. 262 & 263, 271 & 284, and 302.
- 3.3 Explain the difference between responsible and wrong drug use. p. 249 (Video "Truth about Drugs")
- 3.3 Explain why harmful drug use increases the risk of HIV, STDs, and unwanted pregnancy. pp. 258-259
- 3.3 Discuss protective factors that will help you stay away from drugs. p. 260

Reproduction/personal health

- 3.1 Identify reasons to practice sexual abstinence. pp. 80-83
- 3.1 Identify and discuss 10 behaviors that indicate respect in a relationship. p. 85
- 3.1 Outline resistance skills you can use if pressured to be sexually active. p. 86

4.0 Students will use interpersonal communication skills to enhance personal health.

5.0 Students will contribute to the health of their families, peers, schools, communities, and the environment.

First aid and safety

- 5.2 Explain first aid procedures for heart attack, stroke, bleeding, shock, poisoning, burns, fractures and dislocations, sprains and strains, vomiting, fainting, seizures, heart related illnesses, frostbite, and hypothermia. pp. 469-497
- 5.2 With your family develop and make a fire escape plan. p. 454
- 5.3 Discuss ways to prevent unintentional injuries from falls, motor vehicle crashes, microwave ovens, poisoning, and using electrical items. pp. 449-450
- 5.3 Discuss ways to prevent near drowning. p. 454

7TH GRADE HEALTH UNITS

Health/Wellness
6 days

Unit 1
Lesson 1
pp. 1-15

Unit 5
Lesson 23-24
pp. 218-235

Drug/Alcohol/Tobacco
12 days

Unit 6
Lessons 26-30
pp. 248-304

First Aid/Safety
6 days

Unit 10
Lessons 48 and 50
pp. 448-455 and 466-500

Reproduction/Personal & Mental
Health

Lessons 4, 9, 12, 22, and 32
pp. 30-39; 78-89; 114-125;
210- 217; and 318-325

Physical Education Curriculum

7th Grade

1.0 Students will develop competency in all fundamental movement skills and proficiency in some movement forms.

1.1 Rollerblading

- Identify equipment use
- Perform stopping, turning, starting, skating backwards, and understand safety of equipment and activity

Activities: Drills with cones, roller hockey, and skate park

1.1 Cross Country Skiing

- Identify and use of equipment
- Identify clothing for skiing
- Perform ways to get up from falls
- Perform single and double poling
- Perform the kick glide, star turn, herringbone, and stopping techniques

Activities: Skiing course

1.1 Track and Field

- Perform jumping, running, hurdling, throwing skills, starts, relays, and baton exchanges
- Knowledge of track & field

Activities: Sprints, hurdles, long jump, high jump, shot put, discus, and relays

1.2 Golf

- Identify proper use and selection of golf clubs and golf etiquette
- Demonstrate correct grip, stance, and swing
- Identify parts of golf course (fairways, greens, holes, rough, dog leg, tee box, etc.)

Activities: Use of all clubs hitting from indoor mats, chipping with the nine iron into chipmouths outdoors, putting on indoor carpet, and a golf outing at the municipal golf course

1.3 Swimming

- Increase swimming level skills using the American Red Cross program of instruction
- Perform a variety of swimming strokes
- Gain knowledge related to swimming safety using the American Red Cross program of instruction

Activities: Swimming drills, testing, and use of mask, fin, and snorkel

2.2 Students will analyze scientific concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.

2.2 Soccer

- Perform kick, pass, punting, tackling, trapping, goal keeping, heading, chesting, juggling, dribbling, throw-ins, penalty, corner and goal kicks
- Gain knowledge of rules, layout of the field, terminology, and strategy

Activities: Games

2.2 Lacrosse

- Perform cradling, passing, and how to “draw”
- Gain knowledge of the rules and regulations of the game (field make-up, penalties, and checking)

Activities: Throwing, ground balls, hamster, drawing, checking, and Playing modified games

2.2 Tennis

- Perform tennis strokes of serving, forehand, backhand, lob, and smash
- Gain knowledge of rules and regulations of game (scoring, point system, court, tennis etiquette, fault, let, and rotation)

Activities: Tennis trainers, serving games, singles and doubles games, and champion of the court games

2.3 Pickleball

- Perform six strokes (serve, backhand, forehand, lob, drop, and smash)
- Gain knowledge of rules and strategy of the game

Activities: Singles, doubles, ladder tournament, and champion of the court

2.3 Table Tennis

- Gain knowledge of the rules and strategy of the game
- Perform four strokes (serve, forehand, backhand, and smash)

Activities: Singles, doubles, ladder tourney, and champion of the court

2.3 Volleyball

- Perform serve, pass, set, spike, and block
- Gain knowledge of the rules and regulations of the game

3.0 Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness.

3.3 Strength and Fitness

- Identify principles of flexibility, muscular strength & endurance, and cardiovascular fitness to include frequency, intensity, and time
- Perform proper strength training techniques and aerobic exercise
- Practice safety procedures in the strength and fitness room

Activities: Using aerobic equipment, performing strength training lifts, goal setting, using lifting chart, and testing for “STRONG ARROW”

4.0 Students will develop responsible and respectful personal and social behavior in physical activity settings.

- 4.1 Demonstrate concept of taking turns, following instructions, following safety procedures, and good sportsmanship
- 4.3 Students will participate and include students with special needs

5.0 Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and employment.

5.1 Jitter bug and line dancing

- Identify and perform steps to jitterbug and line dancing using rhythm of music
 - Work with partners in learning proper dance steps
- Activities: Jitterbug and line dance using a variety of dance steps and music

5.1 Activity log

- Students will record 30 minutes of additional physical activity outside of the classroom 5 days per week

5.2 Gymnastics

- Perform gymnastic moves
 - Identify safety including proper spotting techniques
 - Perform selected routines according to individual ability
- Activities: Warm-up activities and selected routines on three pieces of apparatus

**7TH GRADE
STRENGTH AND CARDIOVASCULAR FITNESS EXERCISES**

SOCCER

CARDIOVASCULAR

Agility warm-up
Soccer relays
Track jog
Space raiders
Keep away
Knock out - hand out
Soccer marbles page 44 Soccer Practice Game
Soccer Dodgeball page 32 Soccer practice Games
Team Tag - page 19 Soccer Practice Games
Additional Activities Soccer Practice Games

STRENGTH

Fitness area - outside
Wall apparatus - gym
Medicine balls
Sit-up / push-up contest
Sit-up routine
Pull-up contest
Elastic Bands

GOLF

CARDIOVASCULAR

Track - Jog
Agility warm-up
Relays
Scooter Relays
Weighted Jump Ropes

STRENGTH

Fitness area - outdoors
Wall apparatus - gym
Medicine Ball
Sit-ups / Push-ups
Elastic bands
Pull-up contest

LACROSSE

CARDIOVASCULAR

Weighted Jump Ropes
Agility Warm-Up
Partner Pass

STRENGTH

Wall Apparatus - gym
Push-ups / sit-ups
Pull-up contest
Rope climbing contest
Elastic bands
Medicine balls

SWIMMING

CARDIOVASCULAR

Relays
Lap swim

STRENGTH

Push-ups / sit-ups
Partner resistance ex.

GYMNASTICS

CARDIOVASCULAR

Weighted Jump Ropes

Cal

Stations

Kinball

STRENGTH

Cal

Push-ups / sit-ups

Sit-up routine

Wall apparatus - gym

Rope climbing contest

Medicine balls

Elastic bands

Dips and walk P-bars

Pull-up contest

PICKLEBALL

CARDIOVASCULAR

Weighted Jump Ropes

Scooter relays

Agility warm-up

Relays

STRENGTH

Wall apparatus -Gym

Elastic Bands

Sit-up Routine

Sit-up / Push-up contest

Medicine balls

Elastic bands

Pull-up contest

Rope climbing contest

TABLE TENNIS

CARDIOVASCULAR

Jog

Weighed Jump Ropes

Relays

Agility warm-up/Agility ladder

STRENGTH

Push-up / sit-up contest

Medicine balls

Elastic bands

Sit-up routine

VOLLEYBALL

CARDIOVASCULAR

Weighted Jump rope

Scooter relays

Agility warm-up

Fitness relay (page 89-90, Fitness and Fun)

STRENGTH

Wall apparatus - gym

Push-up / sit-up contest

Medicine balls

Elastic bands

Pull-up contest

Rope climb contest

Sit-up routine

TRACK AND FIELD

CARDIOVASCULAR

Agility warm-up
Relays
Running events
Agility Ladder
Mini Training Hurdles

STRENGTH

Fitness Area - outside
Medicine balls
Push-up / sit-up contest
Field events
Horizontal ladder contests
Pull-up contest

TENNIS

CARDIOVASCULAR

Agility warm-up
Track jog
Jump rope
Jog to courts
Weighted Jump Rope

STRENGTHS

Fitness area - outside
Medicine balls
Sit-ups/ push-ups contest
Pull-up contest
Horizontal ladder contests
Elastic Bands

STRENGTH AND FITNESS

CARDIOVASCULAR

Stepper
Treadmill
Rowing
Cross Trainer
Airdyne
Dance Dam Revolution
Game Bikes
Recumbent Bike

STRENGTH

Bench Press
Leg Free Dumbbells
Leg Curl
Leg Extension
Lat Pull
Crunch Machine
Squat
Hang Clean
Test "Strong Arrow" Back
Extension

Physical Education Curriculum

8th Grade

1.0 Students will develop competency in all fundamental movement skills and proficiency in some movement forms.

1.1 Rollerblading

- Identify equipment use
- Perform stopping, turning, and starting
- Understand and practice safety of equipment and activity

Activities: Roller hockey, drills with cones, and skate park

1.1 Cross Country Skiing

- Identify and use of equipment
- Identify clothing for skiing
- Identify ways to get up from falls
- Identify double and single poling
- Understand proper use and procedures of poles
- Students will be able to perform the kick glide techniques, herringbone technique, and stopping technique.

Activities: Skiing Course

1.2 Archery

- Perform stance, grip, draw, anchor point, aiming, and release
- Understand the technique involved in aiming a bow
- Identify terminology of archery

Activities: Shooting at different distances and at different targets.

1.3 Swimming

- Increase swimming level skills using American Red Cross swimming guidelines
- Perform swimming strokes from American Red Cross
- Gain knowledge related to swimming safety using Red Cross guidelines

Activities: Swimming games and tests

2.0 Students will analyze scientific concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.

2.1 Flag football

- Develop throwing, catching, punting and kicking techniques
- Gain knowledge of rules and regulations of a football game (penalties, offense, defense, positions)

Activities: Drills, punting games, passing game, flag football game

2.1 Basketball

- Perform passing, dribbling, shooting, ball handling, screen and roll, and individual offensive moves.
- Gain knowledge of the game and terminology

Activities: Lightning, dribble tag, stations, hot shot, around the world, shooting and scrimmage games.

2.1 Floor Hockey

- Perform pass, face off, stick handling, puck control and different shots
- Gain knowledge of the game

Activities: Relays, keep away, sideline hockey, pin down, sneak away

2.1 Slow Pitch Softball

- Perform throwing, catching with a glove, pitching, and fielding
- Identify knowledge of rules and game strategies
- Compare slow pitch to fast pitch softball and baseball

Activities: T-ball, stations, 500, pitching machine, batting aids, throwing relays

2.2 Lacrosse

- Students will learn cradling, passing, and how to “draw.”
- Students will gain knowledge of the rules and regulations.

Activities: Throwing, ground balls, Hampster, drawing, checking, and playing modified games of lacrosse.

2.3 Tennis

- Perform tennis strokes of serving, forehand, backhand, lob and smash
- Gain knowledge of rules and regulations of game (scoring, court, tennis etiquette's, fault, lets, rotations)

Activities: Champion of the court games, single and doubles games, serving games, tennis trainers, tennis machines. Use activities from the US Tennis Association Activity book

2.4 Badminton

- Perform strokes-forehand, backhand, lob, smash, serve(short and long) and drop shot
- Gain knowledge of game strategy, tournaments, and mini-games

Activities: Game situations, champion of the court.

3.0 Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness.

3.1 Aerobics

- Understand target heart rate (frequency, intensity, time)
- Identify components of aerobics (warm-up, work out, and cool down)
- Understand concepts of low impact and high impact aerobics

- Identify and perform step aerobics
- Utilize fitness machines to increase heart rate and weight equipment to increase strength and flexibility
- Utilize heart monitors to measure heart rate

Activities: Videos, exercise balls, exercise bands

3.2 Strength Training

- Gain knowledge of terminology of weight training
- Perform lifting, breathing, and counting techniques
- Gain knowledge in reading charts to determine your max.
- Gain knowledge in identification of weights, bars, and spotting techniques

Activities: Lifting, "Strong Arrow", lifting chart

4.0 Students will develop responsible and respectful personal and social behavior in physical activity settings.

4.1 Demonstrate concept of taking turns, following instructions, following safety procedures, and good sportsmanship.

4.2 Cooperative Activities

- Students will work with others to do problem solving, self-confidence, and team building activities.

Activities: Knots, number game, all aboard, circle the circle

4.3 Students will participate and include students with special needs.

5.0 Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and employment.

5.1 Jitterbug/Line Dancing

- Identify and perform steps to jitterbug / line dancing using rhythm of music
- Work with partners in learning proper dance steps

Activities: Jitterbug and line dance using a variety of dances and music

5.2 Activity Log

- Students will log 30 minutes of activity 5 times a week.

5.3 Gymnastics

- Perform events of gymnastics
- Identify safety including proper ways of spotting
- Perform selected routines according to individual ability

Activities: Warm up activities, selected routines

**8TH GRADE
STRENGTH AND CARDIOVASCULAR EXERCISES**

FLAG FOOTBALL

CARDIOVASCULAR

Indy 500 (pg. 17 Fitness and Fun)
Passing game
Funtastic Fitness Friday (pg. 17 Fitness and Fun)
Weighted Jump rope
Passing routes
Aerobic circuit (pp. 84-118 Phy. Best Act. Guide)
Body composition (pp. 184-211 Phy. Best Act. Gu
Fitness relays (pg. 113 Fitness and Fun)

STRENGTH

Strength Stations - outside
Medicine balls
Sit-up / push-up contests
Elastic bands
Sit-up routine
Pull-up contest
Weight room - core lifts
Horizontal ladder contest
Muscular strength and
endurance
(pp. 122-157 Phy. Best Act.
Guide)

TENNIS

CARDIOVASCULAR

Overtake running (pp. 123 Fitness and Fun)
Agility warm-up
Relays
Weighted jump rope
Around the World
Knee Slap (pg. 86 Fitness and Fun)

STRENGTH

Strength stations - outside
Medicine balls
Weight room - core lifts
Push-up - sit-up contest
Pull-up contest
Horizontal ladder contest
Push-up tag (pg. 85 Fitness &
Fun)

SWIMMING

CARDIOVASCULAR

Relays
Lap swim

STRENGTH

Push-up / sit-up contest
Partner resistance ex.
Push-up partner hand slap

GYMNASTICS

CARDIOVASCULAR

Weighted jump rope
Fitness relays

STRENGTH

Wall apparatus - gym
Exercise balls
Rope climbing contest
Partner hand slap
Medicine balls
Elastic bands
Sit-up routine

AEROBICS

CARDIOVASCULAR

Air dyne
Steppers
Treadmill
Cross trainer
Rowing machine
Aerobic routine

STRENGTH

Bench press
Leg press
Mil press
Leg curl
Leg ext

LACROSSE / BASKETBALL

CARDIOVASCULAR

Knock away
Dribble tag
Relays
Scooter relays
Weighted jump rope
Fitness relays (pg. 113 Fitness and Fun)

STRENGTH

Wall apparatus - gym
Medicine balls
Sit-up routine
Pull-up / push-up contests
Rope climb contests
Wall sit
Elastic bands
Push-up tag (pg. 85 Fitness & Fun)
Tug-o-War

ARCHERY

CARDIOVASCULAR

Weighted jump rope

STRENGTH

Wall apparatus - gym
Medicine balls
Elastic bands
Sit-up routine

WEIGHT TRAINING AND FITNESS

CARDIOVASCULAR

Weighted jump rope
Relays
Scooter relays
Agility warm-up

STRENGTH

Work-out
Push-up / sit-up
Test "Strong Arrow"

SOFTBALL

CARDIOVASCULAR

Track
Funtastic Fitness Friday
Indy 500
Overtake running
Weighted jump rope
Agility warm-up
Around the Horn pg. 172
Throw & Go pg. 177
Base Running Relay pg. 171
Ultimate Sport Lead-up Game Book

STRENGTH

Fitness area - outside
Horizontal ladder relay
Pull-up contest
Sit-up routine
Weight room - core lifts
Elastic bands
Medicine balls

BADMINTON

CARDIOVASCULAR

Weighted jump rope
Track jogging
Scooter relay

STRENGTH

Wall apparatus - gym
Medicine balls
Sit-up routine
Elastic bands
Weight room - core lifts
Pull-up contest
Push-up / sit-up contest

Health Curriculum

8th Grade

1.0 Students will understand health promotion and disease prevention concepts and practices.

Drug/alcohol/tobacco—DARE Curriculum

- 1.1 Students will be aware of gaps in their knowledge and misunderstanding of the effects and risks of alcohol, tobacco, and other drug use (ATOD). DARE Curriculum-Lesson 1
- 1.2 List warning signs of drug abuse. Pg. 324
- 1.3 Students will be able to explain the effects that alcohol, tobacco, marijuana, and other drugs have on the brain. DARE Curriculum-Lesson 2

Abstinence/communicable diseases

- 1.1 List behaviors that reduce the risk of being infected with pathogens. Pgs. 348-349 HOTT Curriculum-Day 2
- 1.1 Students will be able to explain reasons to avoid infections with STD's. Pg. 365
- 1.3 Students will understand the testing, treatment, and prevention methods for HIV and AIDS. Pg. 173-179
- 1.3 Doctors will present to students about STD's while stressing abstinence.

2.0 Students will access and evaluate health information, products, and services.

Drug/alcohol/tobacco—DARE Curriculum

- 2.2 Students will be able to identify resources in the school and community to help people who might be in trouble with the misuse of alcohol and other drugs. DARE Curriculum-Lesson 2
- 2.3 Discuss different approaches to treatment and support programs for drug dependency. DARE Curriculum-Lesson 2 and pgs. 326-329

CPR

- 2.1 Students will be able to utilize the use of an AED. Heartsaver CPR Curriculum
- 2.3 Students will be able to describe the links in the Chain of Survival. Heartsaver CPR Curriculum
- 2.3 Students will be exposed to the wide variety of health occupations that are available in the healthcare field. HOTT Curriculum-Day 1

3.0 Students will understand the benefits of practicing health enhancing behaviors that reduce health risks.

Social Health

- 3.1 Students will understand how stress leads to depression. Pgs. 35-393
- 3.3 Students will become aware of suicide prevention strategies. P. 40

Drug/alcohol/tobacco—DARE Curriculum

- 3.1 Students will understand the affect of blood alcohol concentration and the effects of alcohol on the body and mind. Pgs.276-278 DARE Curriculum-Lesson 2

- 3.1 Discuss the harmful effects of nicotine. DARE Curriculum-Lesson 2 and pgs. 290-292
- 3.1 Discuss the risks of breathing secondhand smoke and ways to reduce your exposure to secondhand smoke. Pgs. 298-299
- 3.1 Describe ways to stop ATOD. DARE Curriculum-Lesson 2
- 3.1 Explain why it is dangerous to use anabolic steroids without a prescription (p.319) and to abuse inhalants. (DARE Curriculum- Lesson 4)
- 3.2 Describe the effects of alcohol on the body and mind. DARE Curriculum-Lesson 2
- 3.3 Discuss alcoholism: progression of the disease, effects on family members, treatment, and recovery programs. DARE Curriculum-Lesson 4
- 3.3 Students will revise own beliefs about drug use. DARE Curriculum-Lesson 4
- 3.1 Students will explain to others that most teens choose not to use alcohol, tobacco or other illegal drugs. DARE Curriculum-Lesson 4
- 3.1 Students will explain to others that most teens choose not to use alcohol, tobacco or other illegal drugs. DARE Curriculum-Lesson 4
- 3.3 Students will revise own beliefs about drug use. DARE Curriculum-Lesson 4

CPR

- 3.1 Students will be able to identify the signs of a heart attack, stroke, cardiac arrest, and FBAO(Foreign Body Airway Obstruction). Heartsaver CPR Curriculum
- 3.3 Students will be able to demonstrate the steps of rescue breathing, CPR, and FBAO in an adult, child and infant victim. Heartsaver CPR Curriculum

Abstinence/communicable diseases

- 3.1 Students will learn how a disease is spread and how to trace the disease back to the original carrier. HOTT Curriculum-Day 2
- 3.1 Students will understand pathogens and how they are spread. Pg. 347-348
- 3.3 Students will be able to group common communicable diseases and understand how the body defends itself against disease. Pgs. 349, 354-364 Word Splash
- 3.3 Identify the causes, symptoms, diagnosis, treatment, and prevention for some communicable diseases. pgs. 351-355
- 3.3 Discuss the risk factors for HIV infections and how it destroys the immune system. Pgs. 369-371
- 3.3 Identify reasons to remain abstinence. Pg. 78-82
- 3.3 Students will be able to discuss the risks involved in teen parenthood. Pgs. 86-89

4.0 Students will use interpersonal communication skills to enhance personal health.

Social Health

- 4.2 Students will be able to identify social skills and roadblocks that prevent healthful relationships. Pgs. 47-49
- 4.2 Students will understand the balance of giving and taking in a healthful relationship. Pgs. 67-69
- 4.3 Explain when and how to end a friendship. P.70

Drug/alcohol/tobacco—DARE Curriculum

- 4.1 Students will recognize different advertising techniques. DARE Curriculum-Lesson 3
- 4.1 Students will understand and begin to incorporate the value of respect for self and others. DARE Curriculum-Lesson 1
- 4.1 Students will explain how thoughts and feelings can affect one's actions that might contribute to conflict/anger. DARE Curriculum-Lesson 8
- 4.2 Students will explain why their age group is the target of tobacco and alcohol advertisers. DARE Curriculum-Lesson 3
- 4.2 Students will integrate the information on risks with resistance skills. DARE Curriculum-Lesson 7
- 4.2 Students will generate viable resistance options for any pressure tactics. DARE Curriculum-Lesson 5
- 4.2 Students will demonstrate assertive responses to express their decision to remain ATOD free. DARE Curriculum-Lesson 6
- 4.3 Students will explain that advertisers are not respecting the consumers' health or the social costs. . DARE Curriculum-Lesson 3
- 4.3 Students will explain and use the decision-making model. DARE Curriculum-Lesson 5

Abstinence/communicable diseases

- 4.1 Explain how a person develops attitudes about sex roles. Pgs. 73-74
- 4.3 State why it is important to set limit for respect and affection. Pgs. 75-77

5.0 Students will contribute to the health of their families, peers, schools, communities, and the environmental.

Drug/alcohol/tobacco—DARE Curriculum

- 5.1 Students will distinguish between legal and social responsibilities. DARE Curriculum-Lesson 9
- 5.3 Students will apply the knowledge and skills developed throughout the program. DARE Curriculum-Lesson 10

HEALTH & WELLNESS
STANDARDS
GRADES 9-12

- 1.0 Students will understand health promotion and disease prevention concepts and practices
 - 1.1 Explain the five components of health and describe the difference between wellness and health (Section 1.1)
 - 1.2 Plot and assess your current state of health. (Section 1.2)
 - 1.3 Identify the dangers of drug abuse and how it can damage society. (Chapter 15)
 - 1.4 Correlate the dangers of rising obesity rates and how it relates to heart disease, type II diabetes, and cancer. (Chapter 5)
 - 1.5 Recognize the dangers of tobacco use and how it relates to various types of cancer. (Chapter 14)
 - 1.6 Research the symptoms of sexually transmitted diseases and how they are spread. (Chapter 22&23)
- 2.0 Students will access and evaluate health information, products and services.
 - 2.1 Track and evaluate daily caloric and nutritional intake (Chapter 4, Nutrawatch, & Food Finder)
 - 2.2 Identify characteristics of fad diets and healthy weight loss and weight management plans. (Diet Wars Video, Chapter 5)
 - 2.3 Describe signs of mental and emotional health problems and list community resources that help with those problems. (Suicide group projects, Chapter 11)
 - 2.4 Access and evaluate the validity of online resources pertaining to health information. (Online research activities)
- 3.0 Students will understand the benefits of practicing health-enhancing behaviors, which reduce health risks.
 - 3.1 Describe the mental and physical benefits of exercise. (Chapter 3)
 - 3.2 Name the four categories of physical fitness. (Chapter 3)

- 3.3 Distinguish the difference between aerobic and anaerobic exercise and the importance of training within your target heart rate. (THR) (Chapter 3)
- 3.4 Know how to avoid and treat basic injuries. (Chapter 3)
- 3.5 Establish exercise goals and design your own exercise schedule. (Chapter 3)
- 3.6 Recognize how personal decisions affect present and future health/wellness and how to accept responsibility for their personal health.
 - Alcohol (Chapter 13 “DUI”, “No More Joy” videos, National Guard Counter Drug Program)
 - Tobacco (Chapter 14)
 - Illegal drugs (Chapter 15, “My Pot” & “Marijuana Papers” videos)
 - Over the counter/prescription drugs (Chapter 12)
- 3.7 Recognize how personal decisions affect present and future health/wellness and how to accept responsibility for their personal health.
 - Abstinence (Truth 4 Youth)
 - Dating Laws (States Attorney Office)
- 3.8 Recognize how personal decisions affect present and future health/wellness and how to accept responsibility for their personal health.
 - Sleep (Chapter 3)
 - Nutrition (Chapter 4)
 - Physical Fitness (Chapter 3)
 - Eating Disorders (Chapter 5)
- 4.0 Students will use interpersonal communication skills to enhance personal health.
 - 4.1 List the characteristics of low self-esteem. (Chapter 8)
 - 4.2 Determine the benefits of positive self talk. (Chapter 8)
 - 4.3 Describe what role mental health plays in wellness. (Chapter 7)
 - 4.4 Understand and practice a decision making model. (Chapter 2)
 - 4.5 Model the use of assertive behavior in a variety of situations. (Lifeskills & Healthteacher.com)
 - 4.6 Identify the importance of having a social support system. (Chapter 1)

5.0 Students will contribute to the health of their families, peers, schools, communities and the environment.

- 5.1 List the health hazards of anorexia, bulimia, and pica. Also describe the characteristics of individuals most at risk for anorexia and bulimia. (Chapter 5)
- 5.2 Define what self esteem is and how to improve or raise your self esteem. (Chapter 8)
- 5.3 Explain how the media affects your self-esteem and assess your own self-esteem. (Chapter 8)
- 5.4 Define suicide and understand the frequency of suicidal thoughts and actions. (Chapter 11)
- 5.5 Name myths and facts about suicide and possible reasons for the increase in teen suicide. (Chapter 11)
- 5.6 List warning signs of suicide and strategies for dealing with someone who may be suicidal. (Chapter 11)
- 5.7 Discuss the physical, social, and legal ramifications of alcohol/drug abuse on an individual, family, and/or community. (Chapter 13)
- 5.8 Examine the consequences of sexual activity. (Chapter 23)
- 5.9 Discuss abstinence and explain how you will eliminate your risk of pregnancy or infections. (Chapter 23)
- 5.10 Identify ways in which your personal behavior can be modified to reduce your risk of accidents. (Chapter 27)
- 5.11 Recognize that risky or careless behaviors are the leading causes of death for people ages 15-24. (Chapter 24)
- 5.12 Recall proper procedure for CPR and choking techniques as described by the American Heart Association. ("Heartsaver" AHA DVD)

6.0 Students will become competent in all fundamental movement skills and proficient in some movement forms.

- 6.1 Demonstrate the ability to perform locomotor & non locomotor skills as needed in game situations.

- 6.2 Perform various kicks in sports and utilize them in game situations. (team sport activities)
 - 6.3 Utilize the skills of forehand and serve in racquet activities.
 - 6.4 Demonstrate the mechanics of striking an object either stationary or in motion. (team, individual, recreational, & leisure sport activities)
 - 6.5 Use appropriate technique in passing and receiving in various activities. (team sports)
- 7.0 Students will analyze concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.
- 7.1 Demonstrate and use different angles, speeds, and moves in game situations. (team, individual recreational, & leisure sport activities)
 - 7.2 Use simple offensive plays in game situations. (team sports)
 - 7.3 Execute offensive and defensive shots in racquet activities
 - 7.4 Apply offensive and defensive skills leading to successful performance in class. (team sports)
- 8.0 Students will participate in physical activity to achieve and maintain a healthy level of physical fitness.
- 8.1 Participate in lead up activities that enhance aerobic fitness and the skills needed for the unit.
 - 8.2 Sustain a high level of aerobic fitness through daily activities.
 - 8.3 Utilize the abilities of your teammates to get maximum participation and success in all team activities.
- 9.0 Students will develop responsible and respectful personal and social behavior in physical activity settings.
- 9.1 Model appropriate personal and social conduct in physical education class
 - 9.2 Display acceptable sportsmanship in all activities
 - 9.3 Demonstrate courteous behavior, respect for others and respect for the facilities when we are on off campus outing.
 - 9.4 Interact appropriately with others in a learning environment.

9.5 Model leadership by diffusing conflict while showing sensitivity to the rights & feelings of others.

10.0 Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction and employment.

10.1 Become aware of the available resources in our community that enhance physical activities & leisure.

10.2 Transfer skills learned in physical education class to become involved actively in and out of school activities.

10.3 Research the career opportunities available in the fitness/health, recreation professions.

10.4 Become aware of a variety of lifetime activities that enhance wellness activities.

STRENGTH & FITNESS STANDARDS

1.0 Students will become competent in all fundamental movement skills and proficient in some movement forms

- 1.1 Understand proper weight training techniques.
- 1.2 Model flexibility exercises and be aware of the benefits.
- 1.3 Perform core strengthening exercises daily.
- 1.4 Understand and participate in proper procedures to find 3-5 repetition maximum.
- 1.5 Design and implement a personal fitness program.

2.0 Students will analyze movement concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.

- 2.1 Assess individual development of the 5 components of physical fitness.
- 2.2 Select and utilize training principles to enhance performance.
- 2.3 Apply skill specific information to improve personal fitness levels.
- 2.4 Analyze and adapt movement patterns that will lead to a successful performance.
- 2.5 Experience a variety of weightlifting programs and understand the desired benefits of each program.
- 2.6 Examine the current trends in fitness programs while evaluating the validity of each.

3.0 The students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness.

- 3.1 Understand and participate in a variety of warm up and cool down activities.
- 3.2 Understand and participate in different types of weight training programs.
- 3.3 Understand and participate in different type of cardiovascular activities.

- 3.4 Select appropriate exercises, equipment, resistance, reps and sets for a personal weight training program.
 - 3.5 Keep a record of all physical activities performed in class.
 - 3.6 Become aware of school and community resources to maintain personal health and fitness.
- 4.0 Students will develop responsible and respectful personal and social behavior in physical activity settings.
- 4.1 Students will dress “appropriately” for class.
 - 4.2 Understand and utilize proper guidelines for class participation.
 - 4.3 Understand and model class procedures and safety guidelines.
 - 4.4 Interact appropriately with others in a learning environment.
 - 4.5 Accepts appropriate roles and adjusts behavior to contribute to a positive class environment
- 5.0 Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and employment.
- 5.1 Understand that regular participation in physical activity provides opportunities for personal enjoyment and positive social interaction.
 - 5.2 Demonstrates the personal desire to pursue an increased level of accomplishment and skill
 - 5.3 Recognize the various employment/career opportunities associated with the physical education and fitness fields.
 - 5.4 Recognize the importance of physical activity as it relates to obesity and cardiovascular disease prevention.
 - 5.5 Express and evaluate personal fitness goals.

LIFETIME SPORTS
STANDARDS
GRADES 9-12

1.0 Students will become competent in all fundamental movement skills and proficient in some movement forms.

- 1.1 Demonstrate the ability to perform locomotor & non locomotor skills as needed in game situations.
- 1.2 Perform various kicks in sports and utilize them in game situations. (team sport activities)
- 1.3 Utilize the skills of forehand and serve in racquet activities.
- 1.4 Demonstrate the mechanics of striking an object either stationary or in motion. (team, individual, recreational, & leisure sport activities)
- 1.5 Use appropriate technique in passing and receiving in various activities. (team sports)

2.0 Students will analyze concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.

- 2.1 Demonstrate and use different angles, speeds, and moves in game situations. (team, individual recreational, & leisure sport activities)
- 2.2 Use simple offensive plays in game situations. (team sports)
- 2.3 Execute offensive and defensive shots in racquet activities
- 2.4 Apply offensive and defensive skills leading to successful performance in class. (team sports)

3.0 Students will participate in physical activity to achieve and maintain a healthy level of physical fitness.

- 3.1 Participate in lead up activities that enhance aerobic fitness and the skills needed for the unit.
- 3.2 Sustain a high level of aerobic fitness through daily activities.
- 3.3 Utilize the abilities of your teammates to get maximum participation and success in all team activities.

4.0 Students will develop responsible and respectful personal and social behavior in physical activity settings.

4.1 Model appropriate personal and social conduct in physical education class

4.2 Display acceptable sportsmanship in all activities

4.3 Demonstrate courteous behavior, respect for others and respect for the facilities when we are on off campus outing.

4.4 Interact appropriately with others in a learning environment.

4.5 Model leadership by diffusing conflict while showing sensitivity to the rights & feelings of others.

5.0 Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction and employment.

5.1 Become aware of the available resources in our community that enhance physical activities & leisure.

5.2 Transfer skills learned in physical education class to become involved actively in and out of school activities.

5.3 Research the career opportunities available in the fitness/health, recreation professions.

5.4 Become aware of a variety of lifetime activities that enhance wellness activities.