

# **HEALTH/PHYSICAL EDUCATION**

## **GRADED COURSE OF STUDY**

### **GRADES 1 - 12**

#### **WHITEHALL CITY SCHOOL DISTRICT**

February, 2004

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# STATEMENT OF APPROVAL

Pursuant to the requirements of Section 3313.60, Revised Code of Ohio, the Whitehall City District School Board submits this Graded Course of Health/Physical Education to the State Department of Education for approval.

The purpose of the Course of Study is to provide an official statement as to what constitutes the Health/Physical Education program (K-12) in the Whitehall City School District. It is intended to serve as a working guide for teachers and administrators along with being a form of communication to parents and other interested parties.

With these statements in mind, the Whitehall City School District Board of Education voted to accept this Course of Study on the 8th Day of April, 2004.



\_\_\_\_\_  
Signature of President  
Whitehall City School District  
Board of Education

4-8-04

\_\_\_\_\_  
Date

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## **MEMBERSHIP OF COMMITTEE**

Austin Taylor	Etna and Kae Avenue Schools
Doug Wilson	Beechwood and Kae Avenue Schools
Alicia Colyer	Rosemore Middle School
Jan Steele	Rosemore Middle School
Chuck Yator	Rosemore Middle School
Kevin Kane	Whitehall-Yearling High School
Michelle Ray	Whitehall-Yearling High School
Casey Whitlatch	Whitehall-Yearling High School
Susie Carr	Administrative Services

# **EDUCATIONAL PHILOSOPHY OF THE WHITEHALL CITY SCHOOL DISTRICT**

It is the purpose and duty of the educational system to promote, perpetuate, and improve the values and beliefs of our democratic culture. Basic to this purpose and duty is accepting the dignity and self-worth of every individual and to assist in promoting a strong home-school partnership.

This philosophy, educational goals, and objectives of the total school program ought to reflect the values and beliefs expressed on the following pages.



# **EDUCATIONAL GOALS AND OBJECTIVES OF THE WHITEHALL CITY SCHOOL DISTRICT**

1. To observe and assess each student's needs and abilities with the aim of improving his/her potentials.
2. To consistently make education in Whitehall City Schools a positive experience.
3. To promote the best possible effort on the part of each teacher and each student so that the abilities to calculate, think logically, and to communicate through listening, reading, writing, and speaking are developed.
4. To challenge all employees to provide a healthful, wholesome educational environment in which learning may take place.
5. To provide opportunity for pupils to learn behavior and an appreciation of human dignity.
6. To provide challenge to students through supportive guidance to continue education and self-improvement past high school.
7. To provide course work and leadership in developing attitudes and knowledge which will cause students to learn civic responsibility.
8. To maintain a serious and sincere attitude toward all educational programming for all students in the district.

## **HEALTH/PHYSICAL EDUCATION MULTI-CULTURAL STATEMENT**

We recognize that our students live in a culturally diverse society. The outcome of these efforts will be an appreciation and respect for all. American students need to develop an awareness of other peoples world views, of their unique way of life, and the patterns of behavior which order their world, as well as an awareness of their contributions to the world at large and the solutions they offer to the common problems of humankind. Such awareness will help combat the ethnocentrism that often dominates the thinking of our young people.\*

\* Adapted from American Council on the Teaching of Global Languages, *Standards for Global Language Learning: Preparing for the 21<sup>st</sup> Century*, Final Report of the National Standards in Global Language Education Project, August 11, 1995.

# THE ROLE OF TECHNOLOGY

Technology is a critical part of the learning experience for all students so they are better prepared to make a contribution to society. Students and teachers in Health/Physical Education classrooms and resource centers should have access to technological equipment which will bring current world issues and news into the classroom. Textbooks should not be the only instructional resource used with students. Students can access many resources, such as books, magazines, newspapers, films, videotapes, computer-assisted instruction, interactive video, and CD-ROM, Internet and World Wide Web. In addition, students can establish and maintain contacts with people living in the community.

## Statement of Technology Used:

Each level in the Health/Physical Education department will regularly use the following in their daily instruction:

- Computer with microphone and Internet capability
- Audio materials
- Videodisc
- CD-ROM and other software
- Transparencies
- CD player/tape recorder
- Classroom manipulatives
- Textbook
- Supplementary materials (e.g., student activity book)
- InFocus machine, digital camera, scanner and LCD panel

This list is not exclusive of any future technologies.

## Assessment and Intervention Services

Any intervention activity designed to remediate, reinforce, enrich, and support student learning relative to the specified performance objectives will frequently be necessary. Intervention services must be available to every student. Two very important assumptions need to be considered:

- intervention must always be tied to curriculum-embedded assessment, and
- intervention is a responsibility shared by learners, educators, and parents.

Intervention is a responsibility to be shared by educators, parents, students and members of the community. In the broadest sense, intervention is the responsibility of all individuals who care about student achievement. Minimally, intervention is the responsibility of all individuals who care about student achievement. Minimally, intervention should be structured through classroom, building, and district levels, and at home. Ideally, these structures would involve students, teachers, parents, and building and district administrators. When a student's need for intervention cannot be satisfactorily addressed by the regular classroom teacher, it will be necessary to have building and district options available. Building-level options might include interclass grouping, intervention assistance teams, tutorial programs, and resource/intervention rooms and teachers. District-level options might include summer school programs, in-term extra hours programs, and required academic courses and voluntary enrichment programs. Provisions for intervention services, including adequate resources and appropriate staff development should be made at all levels.

Intervention (alternative learning opportunities) shall be provided for students at any level at the time a difference in expected learning is identified. Interventions may include, but are not limited to the following:

- Reteaching
- Individual instruction
- Modifying materials
- Adjusting instruction to learning styles
- Alternative approach to the skill
- Assuring time on task
- Adjusting length of assignments
- Classroom special needs groups

- Diagnostic/prescriptive teaching
- Reviewing
- Flexible grouping
- Corrective classroom instruction
- Drill activities
- Improvement of student self-concept
- Parental assistance
- Learning modules
- Programmed and computer-assisted instruction
- Learning contracts
- Tutoring
- Resource rooms
- Home-school-social agency assistance
- Independent student projects
- Use of manipulatives
- Accelerated learning packets
- Motivation strategies
- Peer assistance/tutoring

## Evaluation and Assessment

Evaluation acts as a continuous process that collects information on both the program and the student. The process is comprehensive and consistent with the stated objectives of the course of study. It leads to an appraisal that will be useful to the student, the parent, the teacher, and the administrator. Common evaluative techniques include, but are not limited to:

- Checklists
- Tests, quizzes, exams
- Project-based assessment
- Worksheets/workbooks
- Journals, logs, diaries, notebooks
- Homework
- Student progress charts
- Charts, graphs and tables
- Correction and revision of written work
- Class discussion and participation
- Games/Role Plays
- Conferences
- Poster boards and displays
- Anecdotal records
- Observation
- Peer evaluation
- Collaborative work
- Laboratory activities

## **Evaluation**

Evaluations are a means for determining a learner's progress or achievement. Evaluations must reflect individual differences and abilities.

### **SELF-EVALUATION**

1. Conferences
2. Tests/Quizzes
3. Homework/Glasswork
4. Discussion & Questioning
5. Projects/Reports
6. Contests
7. Personal Goal Setting
8. Portfolio/Journaling
9. Peer Input/Review
10. Technology

### **TEACHER EVALUATION**

1. Progress Reports
2. Note-taking
3. Conferences
4. Reports/Projects
5. Oral Communications
6. Discussion & Questioning
7. Quizzes/Tests
8. Written Communication
9. Homework/Classwork
10. Individualized Instructor Feedback
11. Notebook
12. Interest/Attitude
13. Technology

### **PROGRAM EVALUATION**

1. Conferences
2. Checklists
3. Individual Expectations
4. Classroom Environment
5. Activities/Individual & Group
6. Course of Study Review
7. District Staff Meetings
8. Teacher Self-Evaluations
9. Peer Review/Input
10. Lesson Plans
11. Technology
12. Community Input

## **Student Assessment**

1. Use formative assessments to drive instruction as well as to modify instruction during the course of teaching.
2. Monitor instruction during the course of teaching (formative evaluation).
3. Use a variety of assessment techniques appropriate to each student after instruction.
4. Focus assessment of skills, concepts, and values learned by students in the subject objectives within the graded course of study.
5. Select alternative strategies to remediate.

## **Program Assessment**

The evaluative procedures also produce feedback for the program by revealing strengths and weakness, which can be noted during the school year, thus leading to continuous improvement.

## **Grade 1**

### **Total Fitness**

The learners will:

1. be able to relate individual goals for increasing periods of sustained vigorous physical activity.

### **Physical activity**

The learners will:

1. be able to identify individual activity goals.

### **Muscle strength/endurance**

The learners will:

1. be able to specify ways to increase strength of individual muscle groups.
2. be able to specify ways to increase endurance of individual muscle groups.
3. be able to perform seal walks for arm strength.

### **Cardiovascular health**

The learners will:

1. be able to explore the importance of a healthy heart.

### **Sample activities**

#### **Accessing information Cardiovascular health**

Compare heart rate before an activity.

Compare heart rate after an activity.

#### **Refining skills Cardiovascular health**

Perform fitness activities with effort.

Perform fitness activities with skill.

#### **Communicating Cardiovascular health**

Report comfortable activity level when engaged in strenuous activity.

## Grade 1

### Motor Skills Development and Movement

The learners will:

1. be able to demonstrate combinations of fundamental motor skills while investigating movement concepts and themes in general space.

#### Body image

The learners will:

1. be able to move body parts with increasing skill to display balance in multiple situations.
2. be able to move body parts with increasing skills to display control in multiple situations.

#### Locomotor skills

The learners will:

1. be able to identify selected locomotor patterns.
2. be able to refine selected locomotor patterns.
  - Skip
  - Gallop
  - Hop

#### Manipulative skills

The learners will:

1. be able to use feedback to improve performance.

### General space

The learners will:

1. be able to recognize similar movement concepts across various skills.
  - Time
  - Space
  - Force
  - Flow

#### Sample activities:

#### Accessing information

##### Body image

Identify body parts and determine how they move.

#### Refining skills

##### Body image

Individually form various shapes

- Triangle
- Circle
- Square

With a partner form various shapes

- Triangle
- Circle
- Square

#### Communicating

##### Body image

Communicate emotions or feelings through movement.

Communicate emotions or feelings through body language.

## Grade 1

### Lifetime Sport and Leisure Skill Development

The learners will:

1. be able to follow simple rules to demonstrate foundational skills in a favorite individual sport or a game.

### Self/others

The learners will:

1. be able to identify guidelines for respecting others.
  - In games
  - In gymnastics
  - In rhythmic activities
2. be able to identify safety practices for respecting others.
  - In games
  - In gymnastics
  - In rhythmic activities

### Individual sports

The learners will:

1. be able to state rules and demonstrate basic participation skills for favorite activity.
  - Strike light-weight ball
  - Jump rope turned by others
  - Control equipment in different ways

### Games

The learners will:

1. be able to identify fundamental skills in sport activities.
2. be able to identify fundamental skills in leisure activities.
  - Football/baseball overhand throw
  - Bowling underhand throw

### Sample activities:

#### Accessing information Individual sports

Choose appropriate equipment for an activity.

#### Refining skills Individual sports

Practice a simple task to improve performances.

#### Communicating Individual sports

Rank favorite activities when given choices.

## Grade 2

### Total Fitness

The learners will:

1. be able to practice activities associated with specific components of health-related fitness.

### Physical activity

The learners will:

1. be able to identify the physiological changes that occur in the body during physical activity.

### Flexibility

The learners will:

1. be able to identify tasks that demonstrate flexibility.
  - Sit and reach
  - Shoulder stretch

### Muscle strength/endurance

The learners will:

1. be able to recognize tasks that improve performance in activities.
  - Running
  - Throwing
  - Supporting body weight with hands

### Cardiovascular health

The learners will:

1. be able to identify tasks that improve cardiovascular-respiratory endurance.

### Sample activities

#### Accessing information

##### Muscle strength/endurance

Explore age-appropriate goals for muscular strength.

Explore age-appropriate goals for muscular endurance.

#### Refining skills

##### Muscle strength/endurance

Manage body weight while hanging.

Manage body weight while climbing.

#### Communicating

##### Muscle strength/endurance

Summarize safety issues for fitness activities.

Summarize proper techniques for fitness activities.

## Grade 2

### Motor Skills Development and Movement

The learners will:

1. be able to demonstrate mature motor patterns in simple combinations of fundamental skills.

### Body image

The learners will:

1. be able to explain control in movement
2. be able to demonstrate control in movement.
  - Weight-bearing
  - Balance on various body parts

### Locomotor skills

The learners will:

1. be able to distinguish among similar locomotor skills.
  - Gallop
  - Slide
  - Jump
  - Leap
  - Hop

### Manipulative skills

The learners will:

1. be able to recognize similar movement concepts in various skills.

### General Space

The learners will:

1. be able to create movement patterns that depict a change in shape.

2. be able to create movement patterns that depict a change in level.
3. be able to create movement patterns that depict a change in pathway.

### Sample Activities:

#### Accessing information

##### General space

Respond with action to identified movement and concept.

- Time
- Space
- Force
- Level
- Flow

#### Refining skills

##### General space

Move in a group skillfully without falling.

Move in a group skillfully without colliding.

#### Communicating

##### General space

Communicate verbally in a moving group.

Communicate non-verbally in a moving group.

## Grade 2

### Lifetime Sport and Leisure Skill Development

The learners will:

1. be able to do and task with a partner and a small group.
2. be able to play a cooperative game and a competitive game.

#### Self/others

The learners will:

1. be able to relate what is needed to work effectively in a game.
2. be able to relate what is needed to work effectively in gymnastics.
3. be able to relate what is needed to work effectively in rhythmic activities.

#### Individual sports

The learners will:

1. be able to identify own strengths regarding activity choices.
2. be able to identify own weaknesses regarding activity choices.

#### Games

The learners will:

1. be able to describe how to solve problems cooperatively in game-like environment.

#### Lifetime activities

The learners will:

1. be able to relate biographical information about famous athlete or performer.
  - Soccer Player
  - Baseball Player
  - Gymnast
  - Dancer

#### Sample activities:

##### Accessing information Games

Recognize game officials as sources of information and rules.

##### Refining skills Games

Give positive feedback to others

##### Communicating Games

Show a new game or skills to friends or peers.

Explain a new game or skills to friends or peers.

## Grade 3

### Total Fitness

The learners will:

1. be able to demonstrate exercises and activities that contribute to improving specific fitness characteristics.

### Physical activity

The learners will:

1. be able to identify main components of health and skill-related fitness.
2. be able to report on main components of health and skill-related fitness.

### Flexibility

The learners will:

1. be able to identify specific flexibility exercises that target major muscle groups.

### Muscle strength/endurance

The learners will:

1. be able to recognize the difference between muscle strength and muscle endurance.

### Cardiovascular health

The learners will:

1. be able to describe how to monitor heart rate at rest.

2. be able to describe how to monitor heart rate during vigorous exercise or activity.

### Sample activities

#### Accessing information

##### Muscle strength/endurance

Explain which muscles to stretch during warm-up exercises.

#### Refining skills

##### Muscle strength/endurance

Demonstrate the flexibility of one's own body in movements.

#### Communicating

##### Muscle strength/endurance

Reassess and report results of flexibility activities.

## Grade 3

### Motor Skills Development and Movement

The learners will:

1. be able to illustrate movement concept or a phrase that combines locomotor and non-locomotor movements.

#### Body image

The learners will:

1. be able to identify solutions to movement challenges.

#### Locomotor skills

The learners will:

1. be able to examine combinations of locomotor skills in sport.
2. be able to examine combinations of locomotor skills in dance.
3. Be able to examine combinations of locomotor skills in gymnastic-like activities.

#### Motor skill analysis

The learners will:

1. be able to depict movement concepts related to increased control of various objects.

### General Space

The learners will:

1. be able to explore quality of movements with equipment.
2. be able to explore quantity of movements with equipment.
3. be able to explore quality of movements without equipment.
4. be able to explore quantity of movements without equipment.

#### Sample Activities:

##### Accessing information Locomotor

Recognize familiar rhythmic patterns in new combinations.

##### Refining skills Locomotor

Demonstrate flight in space as part of a complex movement sequence.

##### Communicating Locomotor

Use words to assist in tasks.

Use signals to assist in tasks.

## Grade 3

### Lifetime Sport and Leisure Skill Development

The learners will:

1. be able to perform various beginning specialized skills with a partner.
2. be able to perform various beginning specialized skills in small-group activities.

#### Self/others

The learners will:

1. be able to work productively with a partner to improve a skill.

#### Individual sports

The learners will:

1. be able to examine eye-hand coordination issues for two new individualized sports.

#### Games/team sports

The learners will:

1. be able to contrast challenges in receiving a ball/puck from different directions.
2. be able to contrast challenges in receiving a ball/puck from different levels.
3. be able to contrast challenges in controlling a ball/puck from different directions.
4. be able to contrast challenges in controlling a ball/puck from different levels.

5. be able to contrast challenges in trapping a ball/puck from different directions.
6. Be able to contrast challenges in trapping a ball/puck from different levels.

#### Lifetime activities

The learners will:

1. be able to know basic terminology for gymnastic activities.
2. be able to know basic terminology for rhythmic activities.

#### Sample activities:

##### Accessing information

###### Self/others

Access peers and adults for models.

##### Refining skills

###### Self/others

Demonstrate an awareness of group when in an activity.

##### Communicating

###### Self/others

Communicate basic components in activities involving a partner.

Communicate basic components in activities involving a small group.

## Grade 4

### Total Fitness

The learners will:

1. will be able to associate fitness assessment data with own health and ability to perform specific movement tasks.

### Physical activity

The learners will:

1. be able to plan a personal fitness program.

### Flexibility

The learners will:

1. be able to improve personal flexibility to promote skillful use of the body.
2. be able to improve personal flexibility to promote efficient use of the body.

### Muscle strength/endurance

The learners will:

1. be able to perform proper techniques for assessing strength.
2. be able to perform proper techniques for assessing endurance.

### Cardiovascular health

The learners will:

1. be able to examine the basic physiology of the heart and exchange of gases.

2. be able to examine the body's basic need for oxygen.

### Sample activities

#### Accessing information

##### Muscle strength/endurance

Identify necessary components of a well-rounded fitness plan.

- Physical activity
- Nutrition
- Overall health-related activities

#### Refining skills

##### Muscle strength/endurance

Keep a personal log or journal of fitness activities.

#### Communicating

##### Muscle strength/endurance

Analyze personal fitness and its effect on performance by performing techniques for assessment.

Analyze personal fitness and its effect on performances by demonstrating techniques for assessment.

## Grade 4

### Motor Skills Development and Movement

The learners will:

1. be able to apply principles of mechanics in various movement situations, such as a person moving in relation to an object or others and a person maintaining stability on various bases of support.

#### Body image

The learners will:

1. be able to analyze how personal strength affect performance.
2. be able to analyze how personal endurance affect performance.
3. be able to analyze how personal flexibility affect performance.

#### Locomotor skills

The learners will:

1. be able to move in response to tempo.
2. be able to move in response to rhythmic pattern.

#### Motor skill analysis

The learners will:

1. be able to discover how to control force of various objects.
2. be able to discover how to control trajectory of various objects.

### General Space

The learners will:

1. be able to use basic bio-mechanical principles describe quality of a movement sequence.

#### Sample Activities:

##### Accessing information

###### Body image

Access materials about movements controlled by specific muscle groups.

##### Refining skills

###### Body image

Practice principles of mechanics to develop muscles specific to a favorite sport.

Practice principles of mechanics to develop muscles specific to a favorite motor skill.

##### Communicating

###### Body image

Describe the quality of a movement sequence using bio-mechanical principles.

## Grade 4

### Lifetime Sport and Leisure Skill Development

The learners will:

1. be able to illustrate benefits of playing cooperatively with others.
2. be able to recognize risks associated with physical activity.
3. Be able to demonstrate basic offensive and defensive strategies.

### Self/others

The learners will:

1. be able to identify benefits of playing with others in a physical activity.

### Individual sports

The learners will:

1. be able to examine the connections between practice and improved performance in physical activities.
2. be able to examine the connection between practice and improved performance in sports.

### Games/team sports

The learners will:

1. be able to describe similarities in offensive strategies for three sports.

2. be able to describe similarities in defensive strategies for three sports.
3. be able to move or send an object to an open space on offense.
  - Cover space on defense

### Lifetime activities

The learners will:

1. be able to analyze potential risks associated with physical activity.
  - Consider age
  - Consider location
  - Consider equipment
  - Consider gender

### Sample activities:

#### Accessing information Games/team sports

Examine fundamental components used in simple games or activities.

Examine fundamental strategies used in simple games or activities.

#### Refining skills Games/team sports

Assess own performance

#### Communicating Games/team sports

Teach an activity to a classmate.

Teach a skill to a classmate.

## Grade 5

### Total Fitness

The learners will:

1. be able to cite specific exercise and conditioning principles to improve personal fitness safely and effectively.

### Personal fitness

The learners will:

1. be able to investigate how physical activity can reduce body fat.
2. be able to investigate how physical activity can improve health.

### Cardiovascular

The learners will:

1. be able to investigate how the heart acts as a fitness indicator.

### Flexibility

The learners will:

1. be able to distinguish between safe stretching techniques.
2. be able to distinguish between unsafe stretching techniques.

### Muscle strength/endurance

The learners will:

1. be able to relate that warm-up activities (including stretching) help prevent soreness and injury.
2. be able to relate that cool-down activities (including stretching) help prevent soreness and injury.

### Sample activities

#### Accessing information Cardiovascular

Identify what activities improve cardiovascular fitness.

#### Refining skills Cardiovascular

Determine own target heart rate and implications for exercising effectively.

#### Communicating Cardiovascular

Report personal heart rate while participating in a circuit training workout.

## Grade 5

### Motor Skills Development and Movement

The learners will:

1. be able to recognize common critical elements that can be applied in similar movement settings.

### Body image

The learners will:

1. be able to interview several movement's specialists to discover their approaches to training.
  - Athlete
  - Dancer
  - Mime
  - Actor

### Locomotor skills

The learners will:

1. be able to adjust locomotor movements to characteristics of accompaniment.
2. be able to adjust locomotor movements to qualities of accompaniment.

### Motor skill analysis

The learners will:

1. be able to examine critical elements of fundamental skill performance.
2. be able to examine critical elements of specialized skill performance.

3. be able to step with opposition to produce greater force in throw, strike, and pass.

### General Space

The learners will:

1. be able to compare various performances to discern movement elements.

### Sample Activities:

#### Accessing information

##### Motor skills analysis

Identify major muscles used for specific movements.

#### Refining skills

##### Motor skills analysis

Apply movement principles to increase degree of skill.

Apply movement principles to increase quality of skill.

#### Communicating

##### Motor skills analysis

Describe action sequence before throw, strike, pass.

Describe action sequence during throw, strike, pass.

Describe action sequence after throw, strike, pass.

## Grade 5

### **Lifetime Sport and Leisure Skill Development**

The learners will:

1. be able to apply rules, etiquette that reinforce sincere peer effort, fitness requirements, and terminology in two new games or sports.

#### **Self/others**

The learners will:

1. be able to identify means for reinforcing a peer's sincere effort.

#### **Individual sports**

The learners will:

1. be able to distinguish between individual sports that the student likes and analyze reactions.
2. be able to distinguish between individual sports that the student does not like and analyze reasons and/or reactions.

#### **Games/team sports**

The learners will:

1. be able to recall rules for two games or sports.
2. be able to recall etiquette for two games or sports.
3. Be able to recall terminology for two games or sports.

### **Lifetime activities**

The learners will:

1. be able to report on fitness requirements for two activities that can be continued in adulthood.

#### **Sample activities:**

#### **Accessing information Lifetime**

Investigate fitness requirements for new games or sports.

#### **Refining skills Lifetime**

Practice rules in new or untried activities for personal growth.

Practice etiquette in new or untried activities for personal growth.

Practice terminology in new or untried activities for personal growth.

#### **Communicating Lifetime**

Report rules in new games or sports to peers.

Report etiquette in new games or sports to peers.

Report terminology in new games or sports to peers.

## Grade 6

### Total Fitness

The learners will:

1. be able to pursue personal fitness goals based on own fitness, realistic expectations, and fitness knowledge.

### Cardiovascular

The learners will:

1. be able to after surveying resting heart rate of peers interpret individual rate.
2. be able to after surveying active heart rate of peers interpret individual rate.
3. be able to after surveying resting heart rate of family interpret individual rate.
4. be able to after surveying active heart rate of family interpret individual rate.
5. be able to after surveying resting and active heart rate of peers and family interpret influential factors.

### Flexibility

The learners will:

1. be able to identify differences in flexibility requirements for at least four sports.
2. be able to identify differences in flexibility requirements for at least four skills.

### Muscle strength/endurance

The learners will:

1. be able to analyze principles of training for muscle strength and indicate how a workout regime might differ based upon current fitness.
2. be able to analyze principles of training for endurance and indicate how a workout regimen might differ based upon current fitness.

### Personal fitness

The learners will:

1. be able to analyze a personal health-related fitness test and determine future goals.

### Sample activities

#### Accessing information Cardiovascular

Investigate amount of training needed to improve strength.

Investigate amount of training needed to improve endurance.

#### Refining skills Cardiovascular

Increase performance results for strength.

Increase performance results for endurance.

#### Communicating Cardiovascular

Report on range of personal strength.

Report on range of personal endurance.

## Grade 6

### Motor Skills Development and Movement

The learners will:

1. be able to use information from various sources to improve performance.

#### Body image

The learners will:

1. be able to discover ways to express self through movement.

#### Locomotor skills

The learners will:

1. be able to perform various specialized locomotor skills.
  - Dance steps or patterns

#### Motor skill analysis

The learners will:

1. be able to use information from various assessments to critique performance of self.
2. be able to use information from various sources to critique performance of others.

#### General Space

The learners will:

1. be able to identify novel sequence in movement or a sport.
  - Football pass
  - Dance routine
  - Free exercise

#### Sample Activities:

##### Accessing information

##### Motor skills analysis

Identify principles of practice that enhance locomotor performance.

Identify principles of conditioning that enhance locomotor performance.

##### Refining skills

##### Motor skills analysis

Demonstrate movement with novel directions.

Demonstrate movement with varied speeds.

Demonstrate movement with flow.

##### Communicating

##### Motor skills analysis

Communicate with a partner about developing a movement sequence.

## Grade 6

### Lifetime Sport and Leisure Skill Development

The learners will:

1. be able to apply refined team/individual skills in activities of choice.

#### Self/others

The learners will:

1. be able to follow rules in cooperative settings.
2. be able to follow procedures in cooperative settings.
3. be able to establish goals in cooperative settings.
4. be able to follow rules in competitive settings.
5. be able to follow procedures in competitive settings.
6. be able to establish goals in competitive settings.

#### Individual sports

The learners will:

1. be able to identify errors in own movement patterns.
2. be able to correct errors in own movement patterns.
  - Forehand/backhand striking skills

#### Games/team sports

The learners will:

1. be able to analyze errors in various team sports.
  - Passing
  - Throwing for distance
  - Throwing for control

#### Lifetime activities

The learners will:

1. be able to identify activities in the community that are sustainable for a lifetime.
  - Can be practiced close to home
  - Require little or no special equipment
  - Are inexpensive

#### Sample activities:

##### Accessing information Games/team sports

Identify practices and conditioning principles to enhance performance.

##### Refining skills Games/team sports

Prevent opponent from stealing ball.

Prevent opponent from stealing puck.

##### Communicating Games/team sports

Convey instructions without words.

## Grade 7

### Total Fitness

The learners will:

1. will be able to demonstrate how fitness components affect disease prevention, stress management, metabolic rate, weight control, and enhanced well-being.

### Personal fitness

The learners will:

1. be able to contrast health and skill-related fitness.
  - Body composition
  - Flexibility
  - Muscle strength
  - Endurance
  - Skill-related
  - Speed
  - Power
  - Agility
  - Balance coordination

### Cardiovascular

The learners will:

1. be able to examine risk factors for heart disease.
2. be able to correlate general factors with personal family history.
3. Be able to identify total fitness adjustments that may be beneficial.

### Flexibility

The learners will:

1. be able to analyze personal flexibility needs.
2. be able to identify what activities will satisfy these needs.

### Muscle strength/endurance

The learners will:

1. be able to analyze advertising claims for strength enhancing products.
2. be able to analyze advertising claims for endurance enhancing products.

### Sample activities

#### Accessing information

##### Flexibility

Distinguish between strength and flexibility.

#### Refining skills

##### Flexibility

Implement own stretching program at appropriate times before activity.

#### Communicating

##### Flexibility

Relate flexibility components of various stretches.

## Grade 7

### Motor Skills Development and Movement

The learners will:

1. be able to demonstrate new activity that involves a personal challenge.

#### Body image

The learners will:

1. be able to discover ways to express self through movement.

#### Locomotor skills

The learners will:

1. be able to investigate new game of personal interest that increase locomotor complexity.

#### Motor skill analysis

The learners will:

1. be able to practice game tactics in a self-chosen sport.
2. be able to practice tactics in a movement activity.

#### General Space

The learners will:

1. be able to represent an abstract idea through a movement performance.

#### Sample Activities:

##### Accessing information

###### General space

Explore elements of various movement themes to relate a new idea.

Explore elements of various passages to relate a new idea.

##### Refining skills

###### General space

Move safely when presenting ideas through movement.

Move skillfully when presenting ideas through movement.

##### Communicating

###### General space

Record reflections of a performance to assess learning process.

## Grade 7

### **Lifetime Sport and Leisure Skill Development**

The learners will:

1. will be able to demonstrate increased level of proficiency in individual or team sports.

#### **Self/others**

The learners will:

1. be able to analyze a peer's performance.
2. be able to objectively report observations.
3. be able to diplomatically report observations.

#### **Individual sports**

The learners will:

1. be able to analyze strategies for one-on-one games.
2. be able to analyze strategies for invasion games.

#### **Games/team sports**

The learners will:

1. be able to analyze own skills in student's personal activity choice.
2. be able to analyze own opportunities for improvement in student's personal activity choice.

#### **Sample activities:**

##### **Accessing information on Team and Individual sports**

Examine game rules to establish connection to proficiency.

##### **Refining skills on Team and Individual sports**

Practice principles of force in team and individual sports.

Practice principles of direction in team and individual sports.

##### **Communicating on Team and Individual sports**

Relate a new or refined strategy for improving proficiency in a new physical activity.

## Grade 8

### Total Fitness

The learners will:

1. be able to demonstrate long-term benefits of regular activity using appropriate conditioning principles.

### Cardiovascular

The learners will:

1. be able to inventory/prioritize the long-term physical/cultural benefits of regular physical activity.

### Flexibility

The learners will:

1. be able to differentiate between static/dynamic stretching.

### Muscle strength/endurance

The learners will:

1. be able to identify principles to improve muscle strength/endurance.
  - Threshold
  - Overload
  - Specificity

### Sample activities

#### Accessing information

##### Personal fitness

Research the long-term effects of tobacco use on body systems.

#### Refining skills

##### Personal fitness

Apply healthy solutions to achieving optimal fitness.

#### Communicating

##### Personal Fitness

Relate the detrimental long-term effects of tobacco and alcohol use on the body.

## Grade 8

### Motor Skills Development and Movement

The learners will:

1. be able to use data from various sources to evaluate performances involving physical movement.

#### Body image

The learners will:

1. be able to analyze successful performances by others.
2. be able to identify which traits the student can apply personally.

#### Locomotor skills

The learners will:

1. be able to combine mature locomotor patterns in increasingly complex ways.

#### Motor skill analysis

The learners will:

1. be able to analyze individual sports from several viewpoints.
  - Game tactics
  - Adherence to bio-mechanical principles
  - Characteristics of highly skilled performance

### General Space

The learners will:

1. be able to identify ways the performance groups communicate with each other.

#### Sample Activities:

##### Accessing information

##### Body image

Gather data on what constitutes successful performance in a particular activity.

##### Refining skills

##### Body image

Demonstrate responsive actions after receiving critique from another person.

##### Communicating

##### Body image

Describe characteristics of successful performance.

## Grade 8

### **Lifetime Sport and Leisure Skill Development**

The learners will:

1. be able to demonstrate offensive/defensive strategies in modified versions of new individual/team sports.

### **Self/others**

The learners will:

1. be able to analyze differences in sportsmanship.
  - Quiet in tennis
  - Limited contact in basketball

### **Individual sports**

The learners will:

1. be able to analyze offensive/defensive strategies for a new individual sport.

### **Games/team sports**

The learners will:

1. be able to analyze offensive/defensive strategies for a new team sport.

### **Lifetime activities**

1. be able to analyze how training techniques change strategies as a person continues activity into adulthood and senior status.

### **Sample activities:**

#### **Accessing information Lifetime**

Project how performance limits may affect offensive/defensive strategies as one ages.

#### **Refining skills Lifetime**

Practice training/conditioning principles that could enable modified offensive/defensive strategies.

#### **Communicating Lifetime**

Describe how modifying one's training/conditioning techniques can affect performance.



## **Physical Education – Environment Safety, Character, Diversity and Wellness**

### **Instructional Objectives**

The teacher will provide opportunities for the learner to:

1. Initiate independent and responsible personal behavior in physical activity settings.
2. Accept the responsibility for taking a leadership role and willingly follow as appropriate in order to accomplish group and individual goals.
3. Anticipate potentially dangerous consequences and outcomes of participation in physical activity.
4. Recognize the influence of participation in physical activity on fostering appreciation of cultural, ethnic, gender, physical diversity and skill level.
5. Develop strategies for including persons from diverse backgrounds and characteristics in physical activity they select for leisure pursuits.
6. Recognize that physical activity can provide opportunities for positive social interactions.
7. Enjoy regular participation and the benefits of physical activity.
8. Apply safe practices, rules, procedures and etiquette in all physical activity settings.
9. Act independently of peer pressure.
10. Resolve conflicts in appropriate ways.
11. Keep the importance of winning and losing in perspective relative to other established goals of participation.
12. Recognize the value of sport and physical activity in understanding multiculturalism.

### **Performance Objectives**

The learner will:

1. Set personal goals for an activity and work toward their achievement.
2. Personally model and encourage others to apply appropriate etiquette and behavior in all physical activity settings.
3. Respond to inflammatory situations with mature emotional control.
4. Diffuse potential conflicts by communicating with other participants.

5. Evaluate risks and safety factors that may affect physical activity preferences throughout the life span.
6. Create a safe environment for their own skill practice.
7. Take a supportive role in an activity.
8. Identify the effects of age, gender, race, ethnicity, socio-economic status, culture and skill level upon lifetime sports and physical fitness activity preferences and participation.
9. Develop strategies for including persons of diverse backgrounds and abilities in physical activities.
10. Express genuine pleasure from participating in physical activity.
11. Enter competitions or activities voluntarily.
12. Commit to physical activity as an important part of one's lifestyle.
13. Demonstrate the ability to evaluate the facilities and equipment to assure adequate safety for themselves and others.
14. Self officiate in team and individual sports.
15. Deal positively with conflict which is inherent in competitive situations.
16. Acknowledge good play form an opponent during competition.
17. Listen to all sides before taking action in conflict situations.
18. Discuss the historical role of games and sports in the cultural life of a population.
19. Express enjoyment and satisfaction of meeting and cooperating with others of diverse backgrounds during physical activity.
20. Identify participation factors that contribute to enjoyment and self-expression.
21. Demonstrate the appropriate response to both failure and success in a sport environment.

### **Assessments**

- Teacher observation
- Observation records
- Student Activity Logs
- Self-assessment
- Journals
- Data Folders
- Written Assignments
- Student Project Logs
- Group Projects
- Oral Reports
- Written Reports
- Student Interview

## Physical Education II – Wellness

### Fitness

#### Instructional Objectives

The teacher will provide opportunities for the learner to:

1. Have the skills, knowledge, interest and desire to independently maintain an active lifestyle throughout life.
2. Understand how activity participation patterns are likely to change throughout life.
3. Develop strategies to deal with changing participation patterns throughout life.
4. Participate regularly in health-enhancing fitness activities independent of teaching mandates.
5. Demonstrate the skill, knowledge, and desire to monitor and adjust activity levels to meet personal fitness needs.
6. Design a personal fitness program.
7. Meet the health related fitness standards as defined by a research based assessment tool.

#### Performance Objectives

The learner will:

1. Participate regularly in lifetime physical activities that contribute to the attainment of and maintenance of personal physical activity goals.
2. Willingly participate in games, sports, outdoor pursuits and other lifelong physical activities that contribute to the attainment of personal goals and the maintenance of wellness.
3. Discuss the effects of age, gender, race, ethnicity, socio-economic status, and culture upon physical activity preferences and participation.
4. Describe the way in which personal characteristics, performance styles, and activity preferences will change over the life span.

#### Performance Objectives Continued

5. Maintain and improve physical fitness, motor skills, and knowledge about physical activity.
6. Monitor exercise and other behaviors related to health related fitness.
7. Participate in formal fitness assessment program. Maintain and record appropriate levels of cardiovascular and respiratory efficiency, muscular strength and endurance, flexibility and body composition necessary for a healthy lifestyle.
8. Use the results of a fitness assessment to guide changes in his or her personal program of lifelong activity.

#### Assessments

- Teacher Observation
- Observation Records
- Fitness Tests
- Student Activity Logs
- Written Tests
- Self-Assessments
- Data Folders
- Journals

## Physical Education II – Wellness

### Fitness

#### Organized Games, Individual Sports and Lifetime Physical Activities

#### Instructional Objectives

The teacher will provide opportunities for the learner to:

1. Apply fundamental motor skills to develop knowledge of, an appreciation for, and participation in wellness.
2. Apply fundamental fitness skills to wellness activities.

#### Performance Objectives

The learner will:

1. Participate in conditioning, fitness , and team sports activities that may include but are not limited to:
  - Aerobics (Step, Kick-boxing, Tai-Bo)
  - Boxing
  - Conditioning
  - Dance
  - Free weights
  - Golf
  - Jump rope
  - Martial arts
  - Pilate's
  - Self-defense
  - Strength & resistance training
  - Walking
  - Yoga

#### Assessments

- Teacher Observation
- Observation Records
- Self-Assessment
- Peer Assessment
- Written Tests
- Skill Tests

\*Certain activities may be limited by the time of year and size of the class.

## **Physical Education II – Wellness**

### **Fundamental Motor Skills**

#### **Instructional Objectives**

The teacher will provide opportunities for the learner to:

1. Demonstrate proficiency in a few movement forms related to personal choices for lifelong activity.
2. Independently apply advanced movement-specific information to a lifelong activity.
3. Integrate discipline-specific knowledge to enable the independent learning of movement skills.

#### **Assessments**

- Teacher observation
- Observation records
- Skills tests
- Self-assessment
- Journals
- Data Folders

#### **Performance Objectives**

The learner will:

1. Demonstrate, refine and extend individual techniques and strategies of lifelong wellness.
2. Apply concepts and principles to analyze and improve performance of self & others.
3. Demonstrate the significance of basic physiological principles to the development of a personal fitness program.
4. Design a long-term plan for self-improvement in movement activity and explain the relationship of physical, emotional & cognitive factors that influence the rate of improvement.
5. Use internal & external information to modify movement during performance.

## Physical Education III – Option

### Fundamental Motor Skills

#### Instructional Objectives

The teacher will provide opportunities for the learner to:

1. Demonstrate proficiency in a few movement forms related to personal choices for lifelong activity.
2. Independently apply advanced movement-specific information to a lifelong activity.
3. Integrate discipline-specific knowledge to enable the independent learning of movement skills.
4. Identify and apply characteristics of highly skilled performance to enable the development of movement proficiency.
5. Understand and independently apply specific information to their own performance.

#### Performance Objectives

The learner will:

1. Demonstrate, refine and extend individual techniques and strategies of lifelong wellness that correspond with the individual wellness plan.
2. Apply concepts and principles to analyze and improve performance of self & others.
3. Demonstrate the significance of basic physiological principles to the development of a personal fitness program.
4. Design a long-term plan for self-improvement in movement activity and explain the relationship of physical, emotional & cognitive factors that influence the rate of improvement.

### Performance Objectives Continued

5. Use internal & external information to modify movement during performance.
6. Demonstrate mastery of individual techniques and strategies of selected activities.
7. Demonstrate the significance of some basic physiological principles to the development of a personal fitness program.
8. Design a personal wellness program where various principles are utilized to enhance physical activity throughout their lifetime.

#### Assessments

- Teacher observation
- Observation records
- Skills tests
- Self-assessment
- Journals
- Data Folders
- Student Activity Logs
- Written Tests
- Discussions

# **Physical Education I – Team Sports and Fitness**

## **Motor Skills Development and Movement**

### **Instructional Objectives**

The teacher will provide opportunities for the learner to:

1. Demonstrate competence related to basic skills, strategies and rules in an increasing in an increasing number of complex versions team sports and outdoor pursuits.
2. Use more specialized knowledge to develop movement competence or proficiency.
3. Identify and apply characteristics of highly skilled performance to enable the development of movement proficiency.
4. Understand and independently apply specific information to their own performance.

### **Performance Objectives**

The learner will:

1. Demonstrate mastery of individual techniques and strategies of selected team and individual activities.
2. Apply concepts and principles to analyze and improve performance.
3. Demonstrate the significance of some of basic physiological principles to the development of a personal fitness program.
4. Design a personal fitness program where various principles are utilized.

### **Assessments**

- Teacher observation
- Observation records
- Self-assessment
- Discussions
- Written tests/quizzes

# Physical Education I – Team Sports and Fitness

## Fitness

### Instructional Objectives

The teacher will provide opportunities for the learner to:

1. Seek and select physical activities based on personal interest, meaning and fulfillment.
2. Independently develop and conduct a personal physical activity program meeting their needs.
3. Participate in a variety of health enhancing physical activities in both school and non-school settings.
4. Use principles of training for the purpose of modifying levels of fitness.
5. Assess personal health-related fitness.
6. Begin to design personal health-related fitness programs based on an accurately assessed fitness profile.

5. Assess personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility and body composition.
6. Design and implement a personal fitness program with specific goals.
7. Participate and demonstrate skill in a variety of physical activities appropriate for enhancing physical fitness.
8. Participate in a formal fitness assessment program.

### Assessments

- Teacher observation
- Observation records
- Fitness tests
- Student logs
- Self-assessment
- Written tests

### Performance Objectives

The learner will:

1. Participate in health-enhancing activities that can be pursued in the community.
2. Analyze and evaluate a personal fitness profile.
3. Identify personal behavior that supports and does not support a healthy lifestyle.
4. Analyze and compare health and fitness benefits derived from various physical activities.

# Physical Education I – Team Sports and Fitness

## Organized Games and Team Sports

### Instructional Objectives

The teacher will provide opportunities for the learner to:

1. Apply fundamental motor skills to activities and games that develop a knowledge of, an appreciation for, and participation in, lifetime sports.
2. Apply fundamental fitness skills to activities and games that develop a knowledge of, an appreciation for, and participation in , lifetime sports.
3. Apply fundamental environmental skills (safety, character, diversity and wellness) to activities and games which develop a knowledge of, an appreciation for, and participation in, lifetime sports.

### Performance Objectives

The learner will:

1. Participate in conditioning and fitness activities may include, but not limited to:
  - Basketball
  - Conditioning
  - Flag football
  - Floor hockey
  - Frisbee games
  - Soccer
  - Softball
  - Strength and Resistance Training
  - Team Handball
  - Volleyball
  - ❖ Lacrosse
  - ❖ Kickball
  - ❖ Driving Range
  - ❖ Bowling
  - ❖ Ice Skating
  - ❖ Fishing
  - ❖ Tennis
  - ❖ CPR
  - ❖ Track & Field

❖ Units are available during the summer session only.

# Physical Education II – Lifetime Sports and Fitness

## Fundamental Motor Skills

### Instructional Objectives

The teacher will provide opportunities for the learner to:

1. Demonstrate proficiency in a few movement forms related to personal choices for lifelong activity.
2. Independently apply advanced movement-specific information to a lifelong activity.
3. Integrate discipline-specific knowledge to enable the independent learning of movement skills.

### Assessments

- Teacher observation
- Observation records
- Skills tests
- Self-assessment

### Performance Objectives

The learner will:

1. Demonstrate, refine and extend individual techniques and strategies of lifelong sports & activities.
2. Apply concepts and principles to analyze and improve performance of self & others.
3. Demonstrate the significance of basic physiological principles to the development of a personal fitness program.
4. Design a long-term plan for self-improvement in movement activity and explain the relationship of physical, emotional & cognitive factors that influence the rate of improvement.
5. Use internal & external information to modify movement during performance.

# Physical Education II – Lifetime Sports and Fitness

## Fitness

### Instructional Objectives

The teacher will provide opportunities for the learner to:

1. Have the skills, knowledge, interest and desire to independently maintain an active lifestyle throughout life.
2. Understand how activity participation patterns are likely to change throughout life.
3. Develop strategies to deal with changing participation patterns throughout life.
4. Participate regularly in health-enhancing fitness activities independent of teaching mandates.
5. Demonstrate the skill, knowledge, and desire to monitor and adjust activity levels to meet personal fitness needs.
6. Design a personal fitness program.
7. Meet the health related fitness standards as defined by a research based assessment tool.

### Performance Objectives

The learner will:

1. Participate regularly in lifetime physical activities that contribute to the attainment of and maintenance of personal physical activity goals
2. Willingly participate in games, sports, outdoor pursuits and other lifelong physical activities that contribute to the attainment of personal goals and the maintenance of wellness.

### Performance Objectives Continued

3. Discuss the effects of age, gender, race, ethnicity, socio-economic status, and culture upon physical activity preferences and participation.
4. Describe the way in which personal characteristics, performance styles, and activity preferences will change over the life span.
5. Maintain and improve physical fitness, motor skills, and knowledge about physical activity.
6. Monitor exercise and other behaviors related to health related fitness.
7. Participate in formal fitness assessment program. Maintain and record appropriate levels of cardiovascular and respiratory efficiency, muscular strength and endurance, flexibility and body composition necessary for a healthy lifestyle.
8. Use the results of a fitness assessment to guide changes in his or her personal program of lifelong activity.

### Assessments

- Teacher Observation
- Observation Records
- Fitness Tests
- Student Activity Logs
- Written Tests
- Self-Assessments

# Physical Education II – Lifetime Sports and Fitness

## Organized Games, Individual Sports and Lifetime Physical Activities

### Instructional Objectives

The teacher will provide opportunities for the learner to:

1. Apply fundamental motor skills to activities and games that develop a knowledge of, an appreciation for, and participation in, lifetime sports.
2. Apply fundamental fitness skills to activities and games that develop a knowledge of, appreciation for, and participation in, lifetime sports.

### Performance Objectives

The learner will:

1. Participate in conditioning, fitness, and team sports activities that may include but are not limited to:
  - Aerobics (Step, Kick-boxing, Tai-Bo)
  - Badminton
  - Boxing
  - Conditioning
  - Dance
  - Free weights
  - Frisbee games
  - Golf
  - Jump rope
  - Martial arts
  - Pilate's
  - Racquet sports
  - Self-defense
  - Strength & resistance training
  - Table tennis
  - Walking
  - Yoga

### Assessments

- Teacher Observation
- Observation Records
- Self-Assessment
- Peer Assessment
- Written Tests
- Skill Tests

\* Certain activities may be limited by the time of year and size of the class.

## Performance Objectives Continued

### Physical Education III – Option Fitness

#### Instructional Objectives

The teacher will provide opportunities for the learner to:

1. Seek and select physical activities based on personal interest, meaning and fulfillment.
2. Have the skills, knowledge, interest and desire to independently maintain an active lifestyle throughout life.
3. Understand how activity participation patterns are likely to change throughout life.
4. Develop strategies to deal with changing participation patterns throughout life.
5. Participate regularly in health-enhancing fitness activities independent of teaching mandates.
6. Design a personal fitness program based on accurately assessed fitness profiles.
7. Meet the health related fitness standards as defined by a research based assessment tool.
8. Independently develop and conduct a personal physical activity program meeting their needs.
9. Assess personal health related fitness.

#### Performance Objectives

The learner will:

1. Participate regularly in lifetime physical activities that contribute to the attainment of and maintenance of personal physical activity goals
2. Willingly participate in games, sports, outdoor pursuits and other lifelong physical activities that contribute to the attainment of personal goals and the maintenance of wellness.

3. Discuss the effects of age, gender, race, ethnicity, socio-economic status, and culture upon physical activity preferences and participation.
4. Describe the way in which personal characteristics, performance styles, and activity preferences will change over the life span.
5. Maintain and improve physical fitness, motor skills, and knowledge about physical activity.
6. Monitor exercise and other behaviors related to health related fitness.
7. Analyze and compare health and fitness benefits derived from various physical activities.
8. Participate in formal fitness assessment program.
9. Maintain and record appropriate levels of cardiovascular and respiratory efficiency, muscular strength and endurance, flexibility and body composition necessary for a healthy lifestyle.
10. Use the results of a fitness assessment to guide changes in his or her personal program of lifelong activity.
11. Assess personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility and body composition.
12. Design and implement a personal wellness program with specific goals.
13. Participate in a formal wellness assessment program.

#### Assessments

- Teacher Observation
- Observation Records
- Fitness Tests
- Student Activity Logs
- Written Tests
- Self-Assessment

## Grade 6 Health

### Understanding Health, Nutrition, Personal Health, Respect, Communicable Diseases, and Environmental Health

#### INSTRUCTIONAL OBJECTIVES

##### Understanding Health -

The teacher will provide opportunities for the learner to:

1. demonstrate competence related to the four components of health. (Physical, Mental, Social, & Emotional)
2. identify and apply characteristics that will promote general health literacy.

##### Nutrition –

The teacher will provide opportunities for the learner to:

1. integrate knowledge of the food guide pyramid when learning to identify the six basic nutrients.
2. to investigate how social/psychological factors influence eating behaviors.
3. examine media portrayal of body shape/type.
4. demonstrate knowledge related to eating disorders.

##### Nutrition –

The learner will –

1. identify nutritional value of foods.
2. examine reasons other than nutritional health that people choose foods.
3. demonstrate knowledge of how advertising images, peer pressure, and self-concept can affect satisfaction with body weight.
4. report types of eating disorders and conditions attributed.

#### PERFORMANCE OBJECTIVES

##### Understanding Health –

The learner will –

1. apply concepts to create health behavior contracts that improve health literacy.
2. identify and apply their developed learning styles to improve health.
3. demonstrate time management skills.

**Understanding Health, Nutrition, Personal Health, Respect, Communicable Diseases, and Environmental Health**

**INSTRUCTIONAL OBJECTIVES**

**Personal Health –**

The teacher will provide opportunities for the learner to:

1. identify and apply characteristics that promote good personal hygiene.
2. understand the importance of regular physical activity.

**Respect –**

The teacher will provide opportunities for the learner to:

1. identify different styles of respect.
2. understand the importance of healthful relationships.
3. examine the causes and effects of stress.

**Communicable Diseases –**

The teacher will provide opportunities for the learner to:

1. examine behaviors that spread pathogens.
2. identify the causes, symptoms and treatments for common communicable diseases.

**PERFORMANCE OBJECTIVES**

**Personal Health –**

The learner will:

1. apply concepts and principles of having good hygiene to improve their own health status.
2. design a personal physical activity plan.

**Respect –**

The learner will:

1. demonstrate knowledge of what respect is and the importance of earning it.
2. apply concepts that will encourage stress relieving activities.

**Communicable Diseases –**

The learner will:

1. report on causes and prevention of common communicable disease.

## **Grade 6 Health**

### **Understanding Health, Nutrition, Personal Health, Respect, Communicable Diseases, and Environmental Health**

#### **INSTRUCTIONAL OBJECTIVES**

##### **Environmental Health -**

The teacher will provide opportunities for the learner to:

1. understand the effects of emotional, social and physical environment.

##### **Alcohol, Tobacco & Other Drugs –(ATOD)**

The teacher will provide opportunities for the learner to:

1. identify the differences between prescription drugs and over the counter drugs.
2. investigate the statistics and costs of using ATOD.
3. understand the cause and effects of using ATOD in an illegal manner.
4. investigate how ATOD companies target their ads at young people.
5. discover how to handle situations where they may be pressured to use ATOD.

#### **PERFORMANCE OBJECTIVES**

##### **Environmental Health –**

The learner will:

1. identify and apply characteristics of a healthful environment in their own lives.

##### **Alcohol, Tobacco & Other Drugs – (ATOD)**

The learner will:

1. evaluate the extent of the ATOD problems in the U.S. vs. other countries.
2. report costs of using different types of ATOD.
3. investigate community laws, school rules & policies regarding ATOD use.
4. role play ways to deter ATOD use.

## Grade 7 Health

### Body Systems and Personal Development

#### INSTRUCTIONAL OBJECTIVES

##### Body Systems-

The teacher will provide opportunities for the learner to:

1. identify the functions, characteristics and traits of the following systems:
  - Skeletal
  - Circulatory
  - Digestive
  - Immune
  - Muscular
  - Respiratory
  - Endocrine
  - Reproductive

##### Personal Development –

The teacher will provide opportunities for the learner to:

1. investigate physical, social and emotional changes that occur during puberty.
2. explore ways to effectively refuse sexual advances or behaviors.
3. understand the positive values of abstinence and that practicing abstinence is the only way to be completely protected from pregnancy and sexually transmitted diseases.
4. develop an understanding of the different life cycles.

#### PERFORMANCE OBJECTIVES

##### Body Systems –

The learner will –

1. compare and contrast functions, body systems, and how they operate.

##### Personal Development –

The learner will –

1. identify how puberty affects their relationships with family and friends.
2. report why abstinence supports physical & emotional health/ family values.
3. analyze the growth and development factors related to adolescent risk taking and personal family factors.
4. report types of eating disorders and conditions attributed.
5. role play refusal skills for a variety of situations.
6. examine the consequences of early sexual activity.

**Conflict Management, Injury & Prevention Control, Disease Prevention, Alcohol, Tobacco & Other Drugs**

**INSTRUCTIONAL OBJECTIVES**

**Conflict Management -**

The teacher will provide opportunities for the learner to:

1. identify inter & intrapersonal conflicts that involves significant barriers to communication.
2. understand the anger management and how it can benefit them personally.

**Injury & Prevention Control –**

The teacher will provide opportunities for the learner to:

1. identify the responses in emergency situations.
2. investigate how to prevent everyday common household injuries.

**PERFORMANCE OBJECTIVES**

**Conflict Management –**

The learner will:

1. analyze characteristics of positive self-worth.
2. investigate what it means to resolve conflicts.
3. communicate care and respect for others.
4. identify the relationships among boredom, depression and stress.

**Injury & Prevention Control –**

The learner will –

1. apply concepts of Cardiopulmonary Resuscitation (CPR), the Heimlich maneuver, and other first aid skills to everyday emergency situations (choking, heart attack, drug overdose, shock).
2. Design a plan to eliminate unnecessary risks.

**Conflict Management, Injury and Prevention Control, Disease Prevention, Alcohol, Tobacco and Other Drugs**

**INSTRUCTIONAL OBJECTIVES**

**Disease Prevention -**

The teacher will provide opportunities for the learner to:

1. identify disease prevention strategies.
2. investigate how diseases affect body systems.
3. identify ways families are affected by various diseases.
4. understand what lifestyle factors may predispose a person to certain diseases.

**Alcohol, Tobacco & Other Drugs (ATOD)–**

The teacher will provide opportunities for the learner to:

1. critique signs of substance abuse among peers and how it affects mental health and behavior.
2. investigate how drugs affect each system and the person as a whole.
3. identify the relationship between amount/frequency of use and effect on behavior.
4. discover how stereotypes affect individual/group behaviors.

**PERFORMANCE OBJECTIVES**

**Disease Prevention –**

The learner will:

1. practice standard precautions and disease prevention techniques.
2. compare and contrast the transmission methods for communicable /non-communicable diseases.
3. assess the impact of sleep, movement, food and recreation on disease resistance.

**Alcohol, Tobacco & Other Drugs (ATOD)–**

The learner will:

1. analyze characteristics & signs of ATOD abuse.
2. describe short & long term effects of ATOD use.
3. research effects of ATOD on various body systems.
4. use refusal skills in a variety of ways to demonstrate knowledge

## Grades 9 – 12 Health

### Instructional Objectives

#### Wellness

The teacher will provide opportunities for the learner to:

1. Identify factors that affect health status
2. Identify risk behaviors
3. Know steps for responsible health

#### Family and Relationships

The teacher will provide opportunities for the learner to:

1. Examine relationship types
2. Explain components of a healthy relationship
3. Discuss different family structures
4. Identify the various personalities that enter into relationships

#### Nutrition

The teacher will provide opportunities for the learner to:

1. Identify nutritional value of a diet
2. Investigate how lifestyles influence eating behaviors
3. Identify components of diets that prevent various diseases
4. Identify components of diets that are critical for an active person
5. Understand the dangers of eating disorders

### Performance Objectives

The learner will:

1. Evaluate their current health status and determine which factors need improvement
2. Identify methods for improving health status
3. Examine situations and explain the risk situation

The learner will:

1. Analyze relationships for strengths and weaknesses
2. Identify the various family structures and the strengths and weakness that may occur
3. Analyze the personalities in relationships and explain how the interactions

The learner will:

1. Analyze various diets to determine if the diet meets dietary requirements
2. Examine various lifestyles and determine how various lifestyles affect eating behaviors
3. Create diets that contribute to disease prevention
4. Design diets that include dietary components needed for various activities.
5. Evaluate various eating disorders and determine the risk factors

## **Grades 9 – 12      Health**

### **Sexuality**

The learner will provide opportunities for the learner to:

1. Identify male and female reproductive systems, parts, and functions
2. Identify STI's and risks
3. Identify advantages of teen abstinence
4. Understand the various forms of contraception
5. Understand childhood, puberty, and adult sexual differences
6. Investigate the stages of birth

The learner will:

1. Diagram and explain the male and female reproductive systems
2. Describe STI's and determine appropriate treatment and protection from transmission
3. Analyze teen abstinence and determine the advantages
4. Examine various forms of contraception and explain usage and reliability
5. Compare and contrast sexual differences during childhood, puberty, and adulthood
6. Identify and describe the various stages of birth

### **Alcohol, Tobacco, and Other Drugs**

The teacher will provide opportunities for the learner to:

1. Understand the state laws regulating alcohol, tobacco, and drug use
2. Discuss short and long term affects of alcohol, tobacco, and other drugs
3. Examine the impact of alcohol, tobacco, and other drugs on the user, family, and friends
4. Differentiate between legal and illegal drugs
5. Differentiate between physical and psychological addictions
6. Identify methods of treatment for alcohol, tobacco, and drug abuse

The learner will:

1. Explain the state laws regulating alcohol, tobacco, and drug use
2. Examine the short and long terms affects of alcohol, tobacco, and other drug use
3. Evaluate the impact of alcohol, tobacco, and other drug usage on their family members, friends, or themselves
4. Explain why drugs are classified as legal or illegal
5. Explain the difference between physical and psychological addictions
6. Determine what treatment methods are available for alcohol, tobacco, and drug use and where a person in our community could seek treatment

## **Grades 9 – 12      Health**

### **Diseases**

The teacher will provide opportunities for the learner to:

1. Understand the difference between communicable and non-communicable diseases
2. Investigate communicable diseases
3. Identify the various methods of treatment

### **Injury prevention and Control**

The teacher will provide opportunities for the learner to:

1. Identify and assess emergency situation(s)
2. Understand emergency warning signs
3. Describe how to respond to common and serious emergency situations
4. Recognize outdoor emergencies and how they should be treated

The learner will:

1. Discuss the difference between communicable and non-communicable diseases
2. Examine and describe various communicable diseases
3. Investigate the treatment options for various communicable diseases

The learner will:

1. Evaluate emergency situations
2. Observe and interpret warning signs in an emergency
3. Explain the procedure that should be followed in responding to common and serious emergency situation.
4. Identify factors in responding to outdoor emergencies and how they should be treated.

