

Physical and Health Education Curriculum Overview (K-8)



Motor Skills and Movement Patterns	
Domain-Specific Vocabulary:	<p><i>Locomotor Skills</i> Run, Gallop, Skip, Hop, Leap, Slide, Throwing, Overhand throwing, Catching, Dodging, Fleeing, Striking with an element (i.e. foam paddle, racquets), Pathways, invasion games,</p> <p><i>Sport Ed</i></p> <ul style="list-style-type: none"> - Soccer: dribble, trap, passing, kicking, tackling - Football: grip, stance, passing route/tree, positions, coverages, offense, defense, endzone, interception - Floor Hockey: proper grip, stick handling, offensive and defensive strategies, goalie, goal box, forwards, high-sticking - Kickball: “tagging-up”, infield, outfield, positions, scoring, rules, baserunning, batting, rules - Softball: throwing, catching, grounders, flies, baserunning - Basketball: dribbling, chest + bounce pass, lay-up, jump shot, man-to-man defense, zone defense, rebounding - Volleyball: overhead set, forearm bump, underhand serve, overhand serve, spike - Bowling: underhand rolling lead up, how to hold, approach, release - Paddle Play (K-2 striking with an implement, badminton, pickleball), ready position, serving, forehand/backhand stroke)
Safety:	Modified equipment, classroom management/procedures, grouping, maintain a safe environment
Big Ideas / Concepts:	Manipulative skills (including sport ed skills), Locomotor Skills, Direction, Pathways, Dance (folk dances and social dances), Offensive and Defensive strategies
Students Will Be Able To...	

Kindergarten	<ul style="list-style-type: none"> -Move safely about the gym -Practice and perform locomotor skills listed above -Demonstrate an ability to follow procedures implemented on a consistent basis -See improvement and retention of previous skills learned -Be able to understand changes in levels -Step in opposition while throwing -Perform basic movement patterns while performing moderate to vigorous physical activity
First Grade	<ul style="list-style-type: none"> -Respond to cues that enhance the development of basic locomotor, non locomotor, and manipulative skills. -Demonstrate locomotor, non-locomotor, and manipulative skills. - Understand the differences between personal space and general space. -Participate in activities/games that make the heart beat faster and increases the rate of breathing
Second Grade	<ul style="list-style-type: none"> -Discuss cues that enhance the development of selected manipulative skills. -Demonstrate basic locomotor, non-locomotor, and manipulative skills using developmentally appropriate form. -Combine two or more locomotor and/or non locomotor skills in a sequence. -Demonstrate an awareness of others while moving in general and/or personal space. -Identify physical activities/games that make the heart beat faster and increase the rate of breathing. -Participate in activities/games that make the heart beat faster and increase the rate of breathing.
Third Grade	<ul style="list-style-type: none"> -Move through space while changing direction. -Demonstrate a proper form while executing all locomotor and nonlocomotor movements. -Use correct form executing selected manipulative skills. -Demonstrate control in general and self space. -Discuss perceived exertion. -Participate in moderate to vigorous physical activity for an extended period of time.
Fourth Grade	<ul style="list-style-type: none"> -Combine basic locomotor and non-locomotor patterns. -Develop control while performing manipulative skills. -Demonstrate balance when performing basic skills -Understand the concept of perceived exertion.
Fifth Grade	<ul style="list-style-type: none"> - Utilize locomotor and/or nonlocomotor movements in physical activity. - Refine control while performing a manipulative skill. - Refine control while performing a locomotor and/or a non-locomotor sequence. - Perform two or more locomotor and/or non-locomotor skills in combination/sequence with control. - Combine basic locomotor and nonlocomotor patterns with smooth transitions.

	<ul style="list-style-type: none"> - Develop control when moving through space while adjusting speed, force, level, pathway and direction.
Sixth Grade	<ul style="list-style-type: none"> -Create combinations of locomotor/nonlocomotor movement and manipulative skills in selected activities. -Demonstrate locomotor/non-locomotor skills while manipulating objects. -Practice combinations of sport related skills using correct form (ready position, hitting phase, follow-through). -List specific elements of proper form for various sport skills. -Use vocabulary specific to activities, games, or sport.
Seventh Grade	<ul style="list-style-type: none"> -Use vocabulary specific to activities, games, or sport. -Practice combinations of sport related skills using correct form. -Choose proper application of skill during game play. -Apply sport skills in game-like situations using correct form.
Eighth Grade	<ul style="list-style-type: none"> -Demonstrate effective skill performance in selected activities, games, or sport. -Participate in moderate to vigorous physical activity for an extended period of time. -Utilize a variety of motor patterns while manipulating objects. -Combine knowledge of basic skills and strategies to participate successfully in each of the following categories: work related activities, leisure activities, creative movement activities, team sports, and individual/dual sports.

Fitness and Wellness	
Domain-Specific Vocabulary:	<p>FitnessGram: Muscular strength, Muscular endurance, Flexibility, Cardiovascular endurance</p> <p>10 components of Fitness - Agility, Accuracy, Balance, Coordination, Cardiovascular Endurance, Flexibility, Power, Strength and Stamina</p> <p>Warm Up, Skill/ Focus, WOD (workout of the day), EMOM (Every Minute on the Minute), AMRAP (As Many Rounds as Possible), tabata, squat, press, swing, jump, pull,</p> <p>Perseverance, pace, fitness goals</p> <p>Polar Heart Rate Monitors (Junior High)</p> <p>Fitness Center - Cardio and Strength equipment. (Junior High)</p>

	HIIT (High Intensity Interval Training)
Safety:	Familiarize yourself with student medical or health conditions. Students move safely around the gym.
Big Ideas / Concepts:	FitnessGram Testing/Results, 10 Components of Fitness
Students Will Be Able To...	
Kindergarten	<ul style="list-style-type: none"> -Participate in health-related and skill-related fitness activities. -Identify activities that will change your heart rate. -Describe what happens to the body when one exercises. -Recognize changes that take place in the body during physical activity. -Engage in physical activities that will cause increased heart rate. -Introduce fitness training. -Discuss realistic health related fitness goals. -Set a goal based on fitness data with teacher guidance. -Discuss behavioral choices that impact wellness levels
First Grade	<ul style="list-style-type: none"> -Participate in health-related and skill-related fitness activities. -Identify activities that help improve health-related and skill-related fitness. -Identify activities that will change your heart rate. - Discuss changes that take place in the body after physical activity. -List components of health related and skill-related fitness. -Recall the immediate effects of exercise on the body. -Participate in health related fitness activity. -Identify personal preferences related to physical activity. -Set goals based on fitness data with teacher guidance. -Participate in teacher directed activities that can develop health-related fitness goals. -Discuss behavioral choices that impact wellness levels.
Second Grade	<ul style="list-style-type: none"> -Participate in health-related fitness and skill-related activities. -Identify what activities will improve health-related and skill-related fitness. -Discuss the benefits of physical activity. -Discuss changes that take place in the body before, during, and after physical activity as it pertains to learning. -Differentiate between risks and benefits of health related fitness activities. -Monitor the physiological changes occurring during moderate physical activity. -Explain the immediate effects of exercise on the body. -Explain effects of physical activity on the body when changing the level of intensity. -Identify personal fitness strengths and goals

	<ul style="list-style-type: none"> -Identify a realistic health related goal. -Monitor progress of a health-related fitness goal. -Identify positive and negative behavioral choices and their impact on wellness levels.
Third Grade	<ul style="list-style-type: none"> -Participate in health-related fitness activities that will improve cardiovascular endurance, flexibility, muscular strength, and muscular endurance. -Participate in skill-related fitness activities that will improve balance, coordination, spatial awareness, speed and reaction time. -Identify activities that positively impact overall fitness. -Identify the immediate effects of exercise on the body. -Discuss the benefits of physical activity. -Review the immediate effects that physical activity has on the body. -Explain what happens to the body the harder one plays, runs, or does physical activity. -Explain effects of physical activity on the body when changing the level of intensity. -Identify personal fitness strengths and weaknesses -List health-related goals based on fitness assessments. -Evaluate progress of health related fitness goals. -Evaluate positive and negative behavioral choices and their impact on wellness levels.
Fourth Grade	<ul style="list-style-type: none"> -Participate in moderate to vigorous levels of physical activity on a daily basis. -Participate in a progression of activities that will maintain or improve personal fitness levels and preparedness to learn. -Identify activities appropriate for warm-up and cool down. -Identify the benefits of health-related and skill-related fitness (e.g. aerobic activities improving CV Endurance and cognition). -Define the effects of selected components of health-related and skill related fitness on current and future health. -Use and understand age-appropriate vocabulary related to fitness. -Identify principles of training (FITT: frequency, intensity, time, and type) in a physical activity. -Recognize the immediate effects of exercise on heart rate. -Demonstrate ways to monitor exertion and heart rate before, during, and after physical activity. -Understand how to perform at the intensity level needed to improve cardiovascular fitness and cognition while exercising your heart (e.g., pulse rate, perceived exertion, heart monitor). -Recognize the immediate effects of exercise on heart rate. -Demonstrate ways to monitor exertion and heart rate before, during, and after physical activity. -Match health-related fitness components to a valid assessment of each component. -Identify the health-related fitness components in various activities. -Understand how to perform at the intensity level needed to improve cardiovascular fitness and cognition while exercising your heart (e.g., pulse rate, perceived exertion, heart monitor).

Fifth Grade	<ul style="list-style-type: none"> -Discuss the effects of physical activity and fitness on health (current and future) and cognitive function. -Perform physical activity that will benefit cardiovascular fitness, flexibility, muscular strength, and muscular endurance, balance, spatial awareness, coordination, speed, power. -Participate in moderate to vigorous levels of physical activity on a daily basis. -Participate in a progression of activities that will maintain or improve personal fitness levels and readiness to learn. -Define principles of training (FITT: frequency, intensity, time, and type) in a physical activity. -Match health-related fitness components to a valid assessment of each component. -Select an additional health-related fitness goal and based on the level of fitness, write a list of activities to accomplish the goal. -Monitor progress in reaching the goal.
Sixth Grade	<ul style="list-style-type: none"> -Identify and describe the benefits and elements of health-related and skill-related fitness. -Identify the reasons for changes in your personal level of fitness (e.g., FITNESSGRAM ®). -Participate in moderate to vigorous levels of physical activity on a daily basis. -Participate in a progression of activities that will maintain or improve personal fitness levels and readiness to learn. -Identify and define principles of training (FITT: frequency, intensity, time, and type) in a physical activity. -Describe what happens to heart rate as intensity levels increase. -Interpret fitness test data. -Match health-related fitness components to a valid assessment of each component. -Perform at the intensity level needed to improve cardiovascular fitness and cognition while exercising your heart (e.g., pulse rate, perceived exertion, heart monitor). -Set personal goals from health related fitness scores. -Identify a health-related fitness goal based on fitness levels, and select activities to meet that goal. -Identify fitness levels with use of data on level of fitness. -Construct a personal plan to improve health-related fitness scores for one component. -Choose from a list of activities that can improve one's health/fitness plan. -Explain what activities can be used to improve health-related fitness scores. -Identify components of the FITT principles needed to create a plan for achieving a goal. -Develop a list of healthy behavioral choices to improve fitness levels.
Seventh Grade	<ul style="list-style-type: none"> -Compare one's rate of perceived exertion to one's heart rate after activity. -Participate in a variety of assessments to measure level of fitness. -Identify and monitor heart rate during activity (recommended: use of a heart rate monitor). -Record heart rate before, during, and after exercise. -Create a profile to track heart rate and fitness levels over an extended period of time.
Eighth Grade	<ul style="list-style-type: none"> -Identify and monitor heart rate during activity (recommended: use of a heart rate monitor).

	<ul style="list-style-type: none"> -Interpret fitness test data. -Record heart rate before, during, and after exercise. -Perform at the intensity level needed to improve cardiovascular fitness and cognition while exercising your heart (e.g., pulse rate, perceived exertion, heart monitor). -Measure health/fitness levels in body composition, muscular strength, muscular endurance, flexibility, and cardiovascular endurance.
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Personal and Cooperative Skills	
Domain-Specific Vocabulary:	Teamwork, Cooperation, Body Awareness, Spatial Awareness.
Safety:	Safety is demonstrated by adhering to the following.
Big Ideas / Concepts:	Team Building, Identifying personal space, Self Regulation.
Students Will Be Able To...	
Kindergarten	<ul style="list-style-type: none"> -Listen to class procedures during physical activity. -Remember the safety procedures that should be followed during physical activity. -Participate safely in physical activity. -Repeat safe practices and/or behaviors during physical activity. -Demonstrate the ability to work independently and cooperatively during physical activity. -Complete part(s) of a task when participating in physical activity
First Grade	<ul style="list-style-type: none"> -Recall the class procedures followed for participation in physical activity. -Repeat the safety procedures followed when participating in physical activity.

	<ul style="list-style-type: none"> -Participate safely in physical activity. -Choose between safe and unsafe practices and/or behavior. -Follow directions when participating in physical activity. -Perform independently and cooperatively when participating in physical activity. -Complete a task when participating in physical activity.
Second Grade	<ul style="list-style-type: none"> -Identify the safety procedures followed when participating in physical activity in class. -Participate safely in group physical activity. -Follow rules and directions when participating in group physical activity. -Perform individual roles when participating in group physical activity. -Identify individual behaviors that need to be changed in order to work successfully in a group. -Give examples of ways to settle disagreements.
Third Grade	<ul style="list-style-type: none"> -Identify the safety procedures to be followed during participation in a group physical activity. -Respect the personal space of others when moving within individual self-space. -Demonstrate knowledge of the rules in effect when participating in a group physical activity. -Follow directions when participating in physical activity. -Change individual behaviors to work successfully within a group. -Examine how to settle disagreements when participating in physical activity.
Fourth Grade	<ul style="list-style-type: none"> -Discuss the class procedures to be followed during participation in a group physical activity. -Explain the safety procedures and rules to be followed during participation in a group physical activity. -Respect the personal space of others as well as the relationship to objects when moving safely within individual self-space. -Follow rules and instructions when participating in a group activity. -Follow specific rules and guidelines for participating safely in specific activities. -Demonstrate how to settle disagreements concerning rule discrepancies without teacher intervention during physical activity. -Analyze the impact of individual behaviors on group physical activity. -Discuss the need for officiating during physical activity. -Demonstrate the ability to remain on task when participating in physical activity.
Fifth Grade	<ul style="list-style-type: none"> -Demonstrate the ability to remain on task when participating in physical activity. -Explain all the rules of safety and why each rule is important in group physical activity. -Engage in safe physical activity when a leader is officiating -Create rules for physical activities. -List individual behaviors that can positively and/or negatively affect the success of a group. -Visually assess and refine peers as the work through fitness and sport specific skills. -Follow specific rules and guidelines for participating safely in specific activities.

Sixth Grade	<ul style="list-style-type: none"> -Recognize situations where the decision-making process is needed when participating in physical activity. -Demonstrate the ability to remain on task when participating in physical activity for a designated period of time. -Demonstrate individual responsibility during group physical activity. -Apply safety rules in effect during group physical activity. -Engage in safe physical activity when a teacher or peer is officiating. -Create rules for small groups engaged in physical activity. -Demonstrate positive behaviors that contribute to the success of a group. -Recognize the role an individual plays in group physical activity. -Visually assess and refine peers as the work through fitness and sport specific skills. -Examine how to change the rules of an activity or game in order to include every participant. -Follow specific rules and guidelines for participating safely in specific activities.
Seventh Grade	Follow directions and decisions of responsible individuals. Participate in establishing procedures for group physical activities. Work cooperatively with others to accomplish a set goal in both competitive and noncompetitive situations
Eighth Grade	Follow directions and decisions of responsible individuals. Participate in establishing procedures for group physical activities. Work cooperatively with others to accomplish a set goal in both competitive and noncompetitive situations

Health Awareness and Promotion	
Domain-Specific Vocabulary:	<p>Hygiene, safety, decision- making, peer pressure</p> <p>Staying Healthy: germs, sleep, exercise, healthy habits, continuum of health, dental health, My Plate- protein, carbs, grains, dairy, fruit, vegetables</p> <p>Clean Machine: germs, prevention, dental health, tooth decay,</p>

	<p>Sensational Senses: senses- sight, smell, hear, touch, and taste</p> <p>My Plate/ My Body: food groups, protein, carbs, grains, dairy, fruit, vegetables, “fantastic foods”, “sometimes foods”, moderation, nutritious, active</p> <p>Accepting Yourself and Others: self- esteem, feeling, healthy reaction, unhealthy reaction, emotion,</p> <p>All About Me: body systems, respiratory system, muscular system, cardiovascular system, digestive system, skeletal system, pulse, heart rate</p> <p>The Way to Grow- My Plate: nutrition, exercise, wash (self care), sleep, My Plate, protein, carbs, grains, dairy, fruit, vegetables, food label, nutrition facts, portion size</p>
Safety:	N/A
Big Ideas / Concepts:	Self Awareness, Self Care, Health Prevention, Lifelong Wellness
Students Will Be Able To...	
Kindergarten	<ul style="list-style-type: none"> -Recall the feelings one had when sick. -Recognize the importance of covering one’s mouth and nose when sneezing or coughing. - -Demonstrate how to avoid infecting others with germs. -Recognize the necessity of washing hands to prevent the transmission of germs. -Show knowledge of safety rules that are in effect on the playground. -Practice procedures to follow during tornado and fire drills. -Know the proper amount of sleep necessary to maintain good health. -Demonstrate how to dress properly in varying types of weather. -Relate to others hygiene habits that improve or maintain health. -List personal hygiene behaviors/choices that will increase health and safety. -Recognize skills necessary to ensure safety and cleanliness. -Know the differences between behaviors that will and will not promote the spread of infectious diseases. -Identify people and services within the school responsible for health-related issues. -Demonstrate how to prevent the spread of infectious diseases. -Know procedures for going to see the school nurse. -Communicate your needs to teachers, staff and parents. -Practice asking for help in appropriate ways. -Identify positive health choices (e.g. washing hands, eating fruits/vegetables).
First Grade	<ul style="list-style-type: none"> -Recognize the signs and symptoms of sickness (e.g., headache, stomachache, fever). -Simulate proper hand washing techniques. -Understand the need to brush teeth to remove bacteria. -Demonstrate proper tooth brushing techniques.

	<ul style="list-style-type: none"> -Recognize the importance of proper Kleenex disposal as a way to control disease. -Recognize the need for and use of seat belts. -Demonstrate the use of proper safety equipment when bicycling, skateboarding, and rollerblading. -Explain what can happen if medicines are used improperly -Demonstrate proper procedures and techniques used during tornado and fire drills. -List hygiene habits that are used daily to maintain or improve health. -Use personal hygiene behaviors/choices that will improve health and safety. -Listen to and follow rules for playground safety. -Demonstrate skills and behaviors used to prevent the spread of infectious diseases. -Name the people within the school responsible for health-related services. -Encourage others to use skills and make choices that will help prevent the spread of infectious diseases. - Understand the five senses and which body parts are associated with them.
<p>Second Grade</p>	<ul style="list-style-type: none"> -Explain how good hygiene can prevent illness. -Describe ways that viruses are transmitted. - List ways that people can prevent accidents. -Show proper safety procedures on buses and on playgrounds. -Follow playground safety rules. -Compare and contrast the feelings of being well and sick. -Simulate personal response to fire situations (stop/drop/roll, don't open doors with hot doorknobs, move on knees) -Record daily personal hygiene behaviors. -Recite and follow rules for playground safety. -Demonstrate knowledge of safety rules within the school. -Explain the roles of school personnel responsible for health-related services. -Encourage and support peers to make positive health choices (e.g. going out to play rather than computer or TV time). -Understand and communicate needs to others. - Recognize and express feelings and emotions in self and others - Understand how to build a healthy 'My Plate' Recognize that there are 'sometimes foods' and 'fantastic foods'
<p>Third Grade</p>	<ul style="list-style-type: none"> -Recognize when symptoms of illness require attention from an adult or a health care provider. -Compare and contrast the feelings of being well and being sick. -Observe family members and record hygiene behaviors seen. -Encourage proper hygiene among family members and classmates. -Recognize potential dangers within the school and community. -Express opinions about health issues.

	<ul style="list-style-type: none"> -Identify people within the school who can aid with health-related issues and explain the process / procedures for seeing them. -Talk about ways to reach out to others when you or they need help and/or friendship. -Identify activities that positively impact overall fitness. -Identify the immediate effects of exercise on the body. -Discuss the benefits of physical activity. -Recognize that there are different systems in the body that serve different functions
Fourth Grade	<ul style="list-style-type: none"> -Use My Plate to create a balanced meal -Identify and read a food label -Discuss procedures to be followed if fire is suspected. - Follow guidelines for proper use of equipment and facilities for specific physical activities (e.g., not throwing a bat, not lofting a bowling ball). -Recall positive health behaviors, choices, and skills. -Identify people within the school who can aid with health-related issues and explain the process / procedures for seeing them. -Reach out to others when you or they need help and/or friendship
Fifth Grade	<ul style="list-style-type: none"> -Use a decision-making process to make a healthy choice in a peer pressure situation. -Know where to go for health care and medicines. - Discuss how peers influence health related choices/behaviors. -Discuss how to evaluate health-related information. -Describe components of moderate to vigorous exercise (e.g., at least 4 on a perceived exertion scale, target heart rate zone, faster breathing) and how they influence cognition. -Encourage others (e.g, peers, family, friends) to make healthy choices. -Identify people within the school who can aid with health-related issues and explain the process / procedures for seeing them. -Describe behaviors/choices that reduce health risks (sleep, nutrition, activity, stress management, hygiene).
Sixth Grade	<ul style="list-style-type: none"> -Show awareness of rules, regulations, and safety procedures to be followed while engaged in physical activity. -Describe behaviors/choices that reduce health risks (sleep, nutrition, activity, stress management, hygiene). -Identify people within the school and community who can aid with health related issues and explain the process / procedures for seeing them. -Demonstrate the ability to influence and support others in making positive health choices (e.g., anti-bullying). -Identify people within the school and community who can aid with health related issues and explain the

	process / procedures for setting up an appointment with them.
Seventh Grade	<p>Explain safety precautions when using the internet and social media.</p> <p>Indicate behaviors/choices that may increase risks to one's health.</p> <p>Demonstrate behaviors/choices that reduce health risks.</p> <p>Describe the short-term effects of tobacco use on the body's systems.</p> <p>Define the phrase 'peer pressure'.</p> <p>List ways to counteract negative risk factors (delay factor, refusal skills).</p> <p>Practice conflict resolution skills.</p> <p>Demonstrate the ability to influence and support others in making positive health choices (e.g., anti-bullying).</p> <p>Identify the signs and behaviors related to dating violence.</p> <p>Demonstrate refusal skills within the context of dangerous situations (e.g., drugs, alcohol, tobacco, inappropriate touches).</p> <p>Explain the legal and ethical consequences of the use of anabolic steroids and other performance-enhancing substances (Body Image Module in Health World)</p>
Eighth Grade	<p>Explain the possible consequences that prolonged exposure to stress may have on the body.</p> <p>Identify the signs and symptoms of common STDs.</p> <p>Discuss how peers influence health related choices/behaviors.</p> <p>Analyze the effects of drug use, misuse, and abuse on health status.</p> <p>Describe the long-term effects of tobacco, alcohol, and drug abuse on the body's systems.</p> <p>List chemicals found in cigarette smoke that pollute the body and the environment.</p> <p>Employ refusal skills and negotiation skills to avoid becoming involved in potentially harmful situations.</p> <p>Demonstrate refusal skills within the context of dangerous situations (e.g., drugs, alcohol, tobacco, inappropriate touches).</p> <p>Explain the legal and ethical consequences of the use of anabolic steroids and other performance-enhancing substances (Body Image Module in Health World)</p>

Human Body Systems and Influential Factors	
Domain-Specific Vocabulary:	<p>Muscular System Vocabulary - Abdominals, Bicep, Deltoid, Flexibility, Hamstrings, Pectoralis, Quadriceps, Soleus, Trapezius, Tricep, Body Composition, Muscular Strength, Muscular Endurance.</p> <p>Skeletal System Vocabulary - Fibula, Femur, Fibula, Humerus, Radius, Saccurum, Skull, Ulna, Tibia, Calcium Intake, Bone Density, Osteoporosis.</p> <p>Cardiovascular System - Arteries, Capillaries, Heart, Lungs, Trachea, Veins, VO2 Max, Pacer Test, Aerobic Exercise, Anaerobic Exercise.</p> <p>Digestive System - Epiglottis, Esophagus, Small Intestine, Large Intestine, Stomach.</p> <p>Nervous System - Brain, Brainstem, Cerebellum, Frontal Lobe, Occipital Lobe, Parietal Lobe, Spinal Cord and Temporal Lobe.</p>
Safety:	N/A
Big Ideas / Concepts:	Cardiovascular System, Digestive System, Muscular System, Nervous System, and Skeletal System.
Students Will Be Able To...	
Kindergarten	<ul style="list-style-type: none"> -Identify basic body parts (head, legs, arms, chest, feet, hands, eyes, ears, nose). -Position the eyes, ears, and nose correctly on a human being facsimile. -Locate the brain in the body. -Discuss the value of practicing good health habits (sleep, nutrition, relationships).
First Grade	<ul style="list-style-type: none"> -Identify basic body parts (head, legs, arms, chest, feet, hands, eyes, ears, nose). -Position the eyes, ears, and nose correctly on a human being facsimile. -Recognize basic emotions/ feelings such as mad, sad, happy, frustrated, afraid. Recognize the importance of eating breakfast. -Identify healthy snacks.
Second Grade	<ul style="list-style-type: none"> -Identify the ankles, knees, hips, fingers, elbows, shoulders, neck, toes, and how they can function. -Arrange body parts to form the outline of a human being (head, arms, chest, legs, hands, feet). -Explain the function of the eyes, ears, nose, and brain. -Observe and discuss the consequences of behavior choices. -Recognize the relationship between exercise and muscular development. -List choices that have a negative influence on health. -Identify sources of sugar in one's diet. -Describe the importance of food, water and sleep as fuel for physical activity and learning. -Locate and identify basic parts of the brain (e.g. cerebrum, cerebellum, medulla (brain stem)).

Third Grade	<ul style="list-style-type: none"> -Build/construct a human body, consisting of the following parts: head, neck, shoulders, elbows, arms hands, fingers, chest, legs, hips, ankles, feet, and toes. -Understand the basic function of a muscle. -Describe the importance of regular, sustained participation in physical activity for developing strong lungs, muscles, bones and heart. -List ways the brain benefits from exercise.
Fourth Grade	<ul style="list-style-type: none"> -Identify/locate the brain, heart, lungs, stomach, the muscles of the body, and the bones in the body. -Explain how health choices affect the performance of the body's systems. -List choices that have a negative influence on health. -Describe how a family's health history can be passed from parent to child. -Recognize ingredients listed on food labels. -Tell others how the brain benefits from being fit and exercising. -Given a picture of the brain, identify the cerebrum, prefrontal cortex, and medulla (brain stem) and give the general function of each.
Fifth Grade	<ul style="list-style-type: none"> -Explain what muscles do for the body. -Recognize the parts of the Label the parts of the respiratory system, circulatory system, nervous system and digestive system. -Describe the basic functions of the digestive system, circulatory system, nervous system, and the respiratory system -List foods that have high caloric content. -Classify foods into groups based on their major nutrient contribution. -Identify choices that have a positive and choices that have a negative impact on your health. -Identify ways of knowing how much sugar, fats, sodium, and fiber one consumes -Draw and label a picture of axons, dendrites and synapses and explain electrical impulse communication.
Sixth Grade	<ul style="list-style-type: none"> -Explain how nerves and the brain work together and how exercise affects the brain. -Discover how oxygen gets to the lungs and how blood travels throughout the body. -Illustrate how food is processed and moves through the digestive system. -Explain the basic functions of the reproductive system. -Describe how body systems work together within the body. -Identify the benefits of both aerobic and anaerobic activities on the body's systems -Identify portion size and number of servings suggested to fulfill basic nutritional needs. -Draw and label a picture of axons, dendrites and synapses and explain electrical impulse communication.

Seventh Grade	-Explain the effects of health related actions upon body systems (e.g., fad diets, orthodontics, avoiding smoking, alcohol use, anabolic steroid use, and other drug use). Explain how the brain is affected by movement.
Eighth Grade	-Explain the effects of health related actions upon body systems (e.g., fad diets, orthodontics, avoiding smoking, alcohol use, anabolic steroid use, and other drug use). Explain how the brain is affected by movement.

Communication and Decision Making	
Domain-Specific Vocabulary:	Character Pillars: Respect, Responsibility, Trustworthiness, Caring, Fairness, Citizenship. Building-up, Tearing-down, Sportsmanship, Good sport, Poor Sport, Perseverance, Drive, Endurance, Leaders, Captains, Coach.
Safety:	Students demonstrate safety by demonstrating the corresponding lists.
Big Ideas / Concepts:	Sportsmanship, Peer Coaching, P.E. Expectations, Safety.
Students Will Be Able To...	

Kindergarten	<ul style="list-style-type: none"> -Recall safety rules at home, at school, and in the community. -Recognize when to ask an adult for help. -Recognize basic emotions. -Name the components of good listening skills. -Identify good communication skills. -Identify good manners. -List behaviors at home, at school, and in the community that show respect toward others. -Discuss good and bad behaviors. -Define the word 'choice'
First Grade	<ul style="list-style-type: none"> -Demonstrate safety rules at home, at school, and in the community. -Recognize caring adults who are significant in one's life. -Practice asking an adult for help. -Give examples of how one shows basic emotions. -Identify situations or behaviors that elicit different types of emotional responses. -Explain how using good listening skills can help avoid conflict. -Practice good communication techniques. -Define the word 'conflict'. -Demonstrate good manners. -Explain how choices affect personal behavior. -Tell how to make good choices. -Classify behaviors at home, at school, and in the community as being good or bad. 13. Define the word 'bullying'.
Second Grade	<ul style="list-style-type: none"> -Name positive and negative components of a healthy relationship. -Describe how emotions affect choices and behavior. -Recognize that people have different emotional responses to situations. -Demonstrate the ability to make good choices. -Identify causes of conflict. -List types of nonverbal communication (e.g., eyes, facial expressions, posture). -Discuss rules for communicating in a group situation. -Apply good communication skills to avoid conflict. -Predict the consequences of behavior choices. -Compare and contrast possible consequences of behavior at home, at school, and in the community. -Identify motives for bullying.

Third Grade	<ul style="list-style-type: none"> -Compare and contrast healthy and unhealthy relationships. -Examine emotional responses in different situations. -Identify consequences of conflict. -Describe the procedure in reporting unsafe behaviors. -Describe the procedures in reporting safety hazards. -Demonstrate the ability to communicate in a group situation. -Identify behaviors that reflect cooperation. -Describe the effects of negative or unsafe behaviors on others. -Tell how a person avoids conflict in a nonviolent way.
Fourth Grade	<ul style="list-style-type: none"> -Explain how to build and maintain healthy relationships. -Identify common causes of conflict among peers and parents. -Describe negotiation, mediation, and consensus building skills. -Simulate ways to settle disagreements among peers and parents. -Predict your emotional responses in different situations. -Analyze possible consequences of conflict. -Apply positive communication skills to avoid conflict. -Simulate situations where bullying occurs. -Discuss consequences of bullying. -Relate how positive and negative communication affects others. -Identify acceptable methods of asserting yourself in peer group situations. -Express acceptable methods of asserting yourself in peer group situations.
Fifth Grade	<ul style="list-style-type: none"> -Model good relationship skills. -Determine consequences of conflict among peers and parents. -Use negotiation, mediation, and conflict resolution skills. -Examine how negative/ unsafe behavior affects others in the school environment. -Demonstrate ways that emotions are communicated. -Give examples of positive communication. -Appraise communication skills in relation to peer behavior. -Define methods for addressing interpersonal differences in a positive manner.

Sixth Grade	<ul style="list-style-type: none"> -Predict the consequences of bullying. -Demonstrate how peers can help one another avoid and cope with potentially dangerous situations. -Decide what actions to take when bullying occurs. -Identify passive, aggressive, passive aggressive, and assertive forms of communication. -Demonstrate body language and actions that reflect passive, assertive, aggressive, and passive-aggressive forms of communication
Seventh Grade	<p>Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation). Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace.</p> <ul style="list-style-type: none"> -Identify ways to seek assistance when uncomfortable. -Establish a plan of action for avoiding dangerous situations. -Demonstrate refusal skills within the context of dangerous situations (e.g., drugs, anabolic steroids, alcohol, tobacco, inappropriate touches). -Discuss peer pressure in terms of needing to use refusal skills. -Identify the signs and behaviors related to dating violence.
Eighth Grade	<p>Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation). Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace.</p> <ul style="list-style-type: none"> -Identify ways to seek assistance when uncomfortable. -Establish a plan of action for avoiding dangerous situations. -Demonstrate refusal skills within the context of dangerous situations (e.g., drugs, anabolic steroids, alcohol, tobacco, inappropriate touches). -Discuss peer pressure in terms of needing to use refusal skills. -Identify the signs and behaviors related to dating violence.

ESL / SPED PE Needs

This list includes the various accommodations and modifications commonly used to address the needs of EL students / SPED students.

Content / Materials <ul style="list-style-type: none">• Brockport Testing for FitnessGram• Teacher Based Translations (Key Concepts)• Alternate Activities (Varies By Need)	Organization <ul style="list-style-type: none">• Collaboration with classroom teachers, SPED, and EL teachers for assessments.• Talking Point App
Social / Emotional / Behavioral <ul style="list-style-type: none">• Lion's Den. Quiet place students can reflect, and decompress by themselves. Students can return when feel ready.• Ipad Google Forms behavior reflection forms.• Building Base Caring Communities Implementation (Use of physical education manual along with information provided in building base collaboration)• Use calm app to calm students in whole groups or individually	Attention / Focus <ul style="list-style-type: none">• Differentiated Grouping By Skill (All Students)
Instructional <ul style="list-style-type: none">• Power PE (PJH). This program is modeled after Shepard HS Power PE program. Power PE is a 1-1 program where special needs students are paired up with general education students and work on a variety of physical activities. Activities are performed within the class period.• Google translate on slides presented with QR• QR Codes with Relevant Translations• "Do Now" activities during warm-ups for PT and OT goals.• WIDA and IEP Quick Looks.	Supplemental Aids & Services <ul style="list-style-type: none">• 1-1 aides depending on student needs.

Common Assessment

- Unit Tests (vocabulary, skills, offensive/defensive strategies)
- Utilize chromebooks for unit tests (google forms, quizlet, quizziz, kahoot!)
- Fitnessgram
- Skill Test
- Heart Rate Monitors
- Peer Assessment of Psychomotor Skills
- Health World Assessments/Worksheets
- Video replay app (review locomotor/manipulative skills)
- Quizlet Creation
- Kahoot for Group Review
- Ed Puzzle/QR Code to Track Students Unable to Participation
- Google Expedition
- Break-Out EDU