

KANE AREA SCHOOL DISTRICT

Health and Physical Education Curriculum 2022



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ACKNOWLEDGEMENTS

The following curriculum was developed and reviewed by the health and physical education faculty of the Kane Area School District. It substantially fulfills the obligation stated in the District's Strategic Plan to review and rewrite planned courses in an articulate manner, properly scoped and sequenced as determined by the faculty. Additionally, the faculty had the difficult task of addressing the Pennsylvania Academic Standards in Health, Safety and Physical Education which were adopted by the Commonwealth of Pennsylvania in 2002. This was no easy matter, as the Standards describe what students should know and be able to do at the completion of each grade span. Combining the standards into an integrated curriculum presented a considerable challenge.

Appreciation is extended to the health and physical education faculty for their diligence and insight. Recognizing the dynamic nature of curriculum review, and the understanding that this is an evolving document, it is with gratitude that the Kane Area School District recognizes the significant efforts of the following team members:

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HEALTH EDUCATION Grades K-3

Statement of Organization:

This course is designed to provide the foundation for a sequential Health Education program. Primary level students will be encouraged to think about what they can do to stay healthy. Students will learn about the three areas of health (physical, mental/emotional, and social well-being. Topics covered include Growth and Development, Interactions of Body Systems, Nutrition, Health Problems and Disease Prevention, Health Practices/ Products and Services, and Emergency Responses/Injury Management.

Expected Levels of Achievement:

All students will be expected to achieve mastery of the skills and concepts taught by obtaining at least eighty percent (80%) on all graded materials and projects.

Methods of Evaluation:

Student competence will be assessed using one or more of the following methods:

- Demonstration
- Skill practice
- Observation
- Projects
- Teacher-made tests

Estimated Instructional Time:

Elementary Health Education classes meet a minimum 15 classes for 35 minutes each year for a total of 60 classes during the 4-year K-3 health program.

Technology Integration:

In addition to print resources, students will use technology:

Students will watch health related resources using class projector/computer.

BIG IDEA	CONCEPTS (what students need to know)	COMPETENCIES	STANDARDS
STAGES OF GROWTH AND DEVELOPMENT	Students need to know and be able to define the basic stages of development.	Students will list the stages of body growth and development. Students will match the stages of development with the definition of each. Students will recognize what stage of development they are in and what changes are expected during that phase.	10.1.3.A. Identify and describe the stages of growth and development.
INTERACTIONS OF BODY SYSTEMS	Students need to know the location and basic function of the major body organs and systems. Identify the heart's function in pumping blood and ways that exercise takes care of the heart Recognize how muscle moves bones to make the body move Describe the path food takes during digestion	Label 7 major organs on a human diagram Define the 5 major body systems and their basic function Recognize the heart pumps blood that carries nutrients and oxygen to the body. Recognize that Bones and muscles work together to move and protect them. Recognize that their bodies digest food and drink.	10.1.3.A. Identify and describe the stages of growth and development. 10.1.3.B. Identify and know the location and function of the major body organs and systems. 10.1.3.C. Explain the role of the food guide pyramid in helping people eat a healthy diet.

BIG IDEA	CONCEPTS (what students need to know)	COMPETENCIES	STANDARDS
			10.2.3.B Identify health-related information. 10.2.3.C. Identify media sources that influence health and safety. 10.2.3.D Identify the steps in a decision- making process. 10.2.3.E Identify environmental factors that affect health. 10.4.3.B Know the positive and negative effects of regular participation in moderate or vigorous physical activities.

BIG IDEA	CONCEPTS (what students need to know)	COMPETENCIES	STANDARDS
NUTRITION	Students need to be able recognize a variety of foods and where they belong on the MyPlate illustration. Identify the food groups that benefit their bodies the most. Describe what can happen to their bodies if they eat unhealthy instead of healthy. Create a healthy and balanced meal by choosing on food from each group. Categorize food cutouts into the correct food groups. Students should understand the importance of water and being properly hydrated.	Arrange the foods that fit into the designated sections of the MyPlate recommendations. Identify that a balanced diet helps them stay physically and mentally healthy. Illustrate that “My plate” shows what types of food and how much is needed for their body to be at its best. Recognize that reading a nutrition label is an important part of choosing healthy foods. Identify that Proteins help their muscles grow and calcium helps their bones and teeth stay strong and grow. Identify that oils are only to be eaten sparingly. Recognize that eight glasses of water a day helps stay physically and mentally healthy.	10.1.3.A. Identify and describe the stages of growth and development. 10.1.3.B. Identify and know the location and function of the major body organs. 10.1.3.C Explain the role of the food pyramid in helping people eat a healthy diet. 10.2.3.B. Identity health-related information. 10.2.3.C. Identify media sources that influence health and safety. 10.2.3.D. Identify the steps in a decision- making process. 10.2.3.E Identify environmental factors that affect health.

BIG IDEA	CONCEPTS (what students need to know)	COMPETENCIES	STANDARDS
HEALTH PROBLEMS AND DISEASE PREVENTION	The effects that drugs can have on the human body. (Positive and negative) Ways to prevent common health problems that are created from risky/poor choices. Discuss rules for using medicine in safe ways Describe ways alcohol harms one's life Describe ways tobacco harms one's life Explain reasons one should remain drug free Model ways to say "No" Tell how to protect themselves and others from germs. Tell ways to get well when they have a disease caused by germs. Explain how one can prevent heart disease and cancer.	Define the term drug and state some of the effects that drugs can have on the human body. Identify types and causes of common health problems. Students recognize they can be safe if they take medicine as directed by their physician. Students will list how alcohol and tobacco harm the body in many ways. Students will list the various strategies for saying "NO" to drug use. Identify that communicable diseases are caused by germs. Identify that the best way to prevent the spread of communicable diseases is to wash your hands often. Recognize that habits now can have long term effects.	10.1.3.D. Know age-appropriate drug information. 10.1.3.E. Identify types and causes of common health problems of children. 10.2.3.A. Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease. 10.2.3.E. Identify environmental factors that affect health. 10.3.3.C. Recognize conflicts situations and identify strategies to avoid or resolve.
HEALTH PRACTICES, PRODUCTS AND SERVICES	Ways to keep their body, hair, teeth, and basic environment clean. The ways that pollution, temperature extremes, and insects/animals can affect their health.	Use basic hygiene practices to demonstrate their knowledge in proper care and why it is important. Identify how environmental factors affect health.	10.1.3.D Identify and know the location and function of the major body organs and systems. 10.1.3.E. Identify types and causes of common

BIG IDEA	CONCEPTS (what students need to know)	COMPETENCIES	STANDARDS
EMERGENCY RESPONSES AND INJURY MANAGEMENT	Students will know how to contact emergency personnel. How to prevent themselves from getting into risky situations and what to do if it still presents itself. Physical activity can sometimes be dangerous, but with following proper safety concerns injury is rare. Proper strategies to use when encountering a house fire Understand the rules and laws for properly riding a school bus. Identify how to prevent injury on the playground. Students will learn how to stay healthy by understanding the importance of washing hands.	Recognize safe and unsafe situations in the home, school, and community. State the proper time and way to contact 911. Recognize checking smoke detectors can save their families. Recognize behaving and following rules while riding the bus will keep them safe. Students will identify the proper procedures on how to play safely on the playground. Students will recognize they must wash their hands regularly to stay healthy.	10.2.3.D. Identify the steps in a decision- making process. 10.3.3.A. Recognize safe/unsafe practices in the home, school, and community. 10.3.3.B. Recognize emergency situations and explain appropriate responses. 10.1.3.C. Recognize conflict situations and identify strategies to avoid or resolve.
	Learn the definition of ‘stranger danger’ and the skills needed if one encounters a stranger. Students will learn several strategies to resolve conflict	Identify that strangers can harm them so they must always be with a safe adult. Students will understand and demonstrate how to resolve conflicts to promote positive outcomes.	10.3.3C. Recognize conflict situations and identify strategies to avoid or resolve. 10.3.3.D. Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge or rules, sun safety, guidelines of safe play, warm-up, cool-down)

HEALTH EDUCATION Grades 4-5

Statement of Organization:

This course is designed to expand on the foundation of the K-3rd Health Education program. Students will be encouraged to think about what they can do to stay healthy. Students will expand their knowledge in the three areas of health (physical, mental/emotional, and social well-being). Topics covered include Growth and Development, Interactions of Body Systems, Nutrition, Health Problems and Disease Prevention, Health Practices/ Products and Services, and Emergency Responses/Injury Management.

Expected Levels of Achievement:

All students will be expected to achieve mastery of the skills and concepts taught by obtaining at least eighty percent (80%) on all graded materials and projects.

Methods of Evaluation:

Student competence will be assessed using one or more of the following methods:

- Demonstration
- Skill practice
- Observation
- Teacher-made tests

Estimated Instructional Time:

Elementary Health Education classes meet a minimum 15 classes for 35 minutes each year for a total of 30 classes during the 2-year 4th-5th health program.

Technology Integration:

In addition to print resources, students will use technology:

- Computer Lap/Mobile Lap: Students will use Microsoft Word and the internet to research and compose written assignments.

Students will watch several health-related resources using class projector.

BIG IDEA	CONCEPTS (what students need to know)	COMPETENCIES	STANDARDS
STAGES OF GROWTH AND DEVELOPMENT	Students need to identify multiple stages of development highlighting the effects that education and socioeconomic status might have on one's development. Students will learn the physical changes that take place during puberty	Identify patterns of growth that relate to their own personal developmental stages of adolescence. Identify the changes that occur during puberty.	10.1.6.A. Describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes.
INTERACTIONS OF BODY SYSTEMS	Students need to know the structures and functions of all major body systems. Will be able to summarize the importance of each of the major body systems. Recognize how muscle moves bones to make the body move	Identify the location, basic purpose and function of each of the major body systems. Students will identify why each body system is important. Recognize that Bones and muscles work together to move and protect them.	10.1.6.B. Identify and describe the structure and function of the major body systems.
NUTRITION	Students will be able to read a label and understand the recommended daily allowances. Will be able to select foods that will help keep them healthy and full of energy for their daily activities and needs. Identify the meaning of the following terms: Carbohydrates, fats, protein, minerals, vitamins, and water. Discuss the connection between following the recommended serving on "my plate" and the seven dietary guidelines.	Compare the number of calories consumed to the number of calories being used. Read a dietary label and compare it to another product's label to determine which product has more sugar, fat, exc. Recognize that overall physical and mental health depends on a healthy diet. Recognize that a person's dietary requirements can vary depending on factors like age, gender, weight, and their level of activity.	10.1.6.C. Analyze nutritional concepts that impact health. 10.1.6.E. Identify health problems that occur throughout life and describe ways to prevent them. 10.2.6.B. Explain the relationship between health-related information and consumer choices.

BIG IDEA	CONCEPTS (what students need to know)	Competencies	STANDARDS
			10.2.6.C Explain the media's effect on health and safety issues.
HEALTH PROBLEMS AND DISEASE PREVENTION	Students will understand that they may need to use refusal skills at some point in their lives and that consequences (both good and bad) will result from their choices. Understand harmful effects and identify alternatives to drug abuse. Students will identify the kinds of pathogens that cause disease. Learn the ways pathogens from other people and the environment enter their body. Identify the causes and prevention strategies of heart disease. Learn ways to prevent skin, lung, and colon cancer. The risk of heart disease and some cancers may be greater in some families.	Students will be asked to identify patterns of the results of risky behaviors that they or their peers have chosen in the past and relate them to possible futuristic events. Students will use a basic decision-making process to work their way through a problem that they have had or could possibly have in the future. Recognize that communicable disease is caused by pathogens. Identify that different disease agents require different treatments. Recognize that some chronic diseases are the result of lifestyle choices. Identify that heredity can affect some chronic diseases.	10.1.6.D. Explain factors that influence childhood and adolescent drug use. 10.1.6.E. Identify health problems that can occur throughout life and describe ways to prevent them. 10.2.6.A. Explain the relationship between personal health practices and individual well-being.

BIG IDEA	CONCEPTS (what students need to know)	COMPETENCIES	STANDARDS
HEALTH PRACTICES PRODUCTS AND SERVICES	The students will understand that the choices that they make about taking care of their bodies will directly affect their quality of life. The environment that you are exposed to will directly affect your health.	Students will write creatively and predict what their lives would be like if they chose to make poor health choices. Students will interpret the intent of the media in a variety of different subject areas.	10.1.6.E. Identify health problems that can occur throughout life and describe ways to prevent them. 10.2.6.A. Explain the relationship between personal health practices and individual well-being. 10.2.6.C. Explain the media's effect on health and safety issues.
EMERGENCY RESPONSES AND INJURY MANAGEMENT	Students will be able to describe strategies to avoid conflict or manage conflict and violence. The students will understand procedure for basic first aid and the Heimlich maneuver. Identify the various areas of safety concern: home, school, outdoor, fire, falls, poison, bad weather, and bicycle Skills and techniques used when encountering strangers Students will learn strategies to avoid and manage conflict.	Students will demonstrate and practice proper strategies to avoid basic conflict and/or violence. Make observations on a provided YouTube video clip on basic first aid, Heimlich Maneuver and Universal precautions. Identify that the best way to reduce accidents is to practice safe behaviors and to think before you act. Recognize that accidents do happen even when you are careful. Summarize that having a family secret password can help identify friends versus strangers. Students will practice and develop anger management and ways to avoid and manage conflict.	10.2.6.D. Describe and apply the steps of a decision-making process to health and safety issues. 10.2.6.E. Analyze environmental factors that impact health. 10.3.6.A. Explain and apply safe practices in the home, school, and community. 10.3.6.B. Know and apply appropriate emergency responses. 10.3.6.C. Describe strategies to avoid or manage conflict and violence.

HEALTH EDUCATION Grades 6-8

Statement of Organization:

This course is designed to integrate the physical, mental/emotional, and social components of health in order to produce lifelong learners who can effectively use new information and technology to benefit their personal health.

Expected Levels of Achievement:

Students are expected to achieve mastery by obtaining at least eighty percent (80%) on the following.

Methods of Evaluation:

Student competence will be assessed using one or more of the following methods:

- Teacher made test
- Class participation
- Respect
- Projects
- Essays
- Research
- Action plans
- Summarization
- Pattern identification

Estimated Instructional Time:

The 6-8th grade students will have 60 minutes of Health, 1 day out of a 6-day cycle, for the entire school year.

Technology Integration:

In addition to print resources, students will use technology when available and applicable to achieve learning goals and generate products in conjunction with the standards.

BIG IDEA	ESSENTIAL QUESTION	CONCEPTS	COMPETENCIES	STANDARDS
STAGES OF GROWTH AND DEVELOPMENT	How does general health relate to a person's growth and development from adolescence through adulthood?	Students need to identify multiple stages of development - highlighting psychological and physiological changes resulting from development.	Students need to be able to: Effectively use decision making skills to analyze the consequences of taking part in high-risk behaviors	10.1.9 A 10.1.9 D 10.2.9.D
	How are all 3 sides of the Health Triangle interdependent?	Students need to apply the basic concepts on the relationships between all three sides of the Health Triangle. - Mental/Emotional - Social - Physical	Students will move through guided discovery to better learn how all 3 sides of the Health Triangle are interdependent upon one another.	10.1.6.A
	How does development and growth affect a person both psychologically and physiologically?	Relationships are an important part of the developmental process.	Implement strategies to improve personal relationships.	10.1.9A
		Relationships are an important part of the developmental process	Compare healthy and unhealthy relationships for an adolescent.	10.1.9A
		Analyze the effects of positive and negative interactions of adolescent group members in physical activities. • group dynamics • social pressure	Students will be asked to compare and contrast the differences that they may feel between having one person vs a group of people trying to influence them to do something.	10.4.9. F
		Promiscuous living can result in life altering consequences.	Draw conclusions as to how living an abstinent lifestyle can lead to a healthy adulthood.	10.1.9.A
		Growth and development from adolescence to adulthood	Investigate the maturation process of the reproductive system from adolescence to adulthood.	10.1.9.B
		Showing tolerance for others and still maintaining personal morals is both socially and emotionally healthy.	Showing tolerance during class discussion about debatable topics while still holding personal morals and beliefs close to heart.	10.3.9.C

BIG IDEA	ESSENTIAL QUESTION	CONCEPTS	COMPETENCIES	STANDARDS
NUTRITION	What are factors that make humans choose the foods they consume?	Students will know the nutritional content of foods, seasonal, cultural, dietary and the general health relationships to the body	Document personal eating patterns and compare them to the dietary patterns that people in other areas of the world might have.	10.1.9 C 10.1.9 E
	How does diet relate to health?	Analyze nutritional concepts that impact health. • Caloric content of foods • Relationship of food intake and physical activity (energy output) • Nutrient requirements • Label reading • Healthy food selection	Students will be able to read and interpret the basic functions and elements on food labels. Through these interpretations, students will analyze their personal food selections, their physical activity levels, and the possible results from these selections and actions.	10.1.6.C
		Identify health problems that can occur throughout your life and describe ways to prevent them. • Preventions (ie: eat a balanced diet) • Maintain a proper weight Analyze factors that impact growth and development between adolescence and adulthood. Risk factors - dietary patterns	Students will be able to identify health issues that could result from not eating a well-balanced diet. Students will demonstrate knowledge that their dietary choices now, could influence the dietary choices and health factors of their futures.	10.1.9.A

BIG IDEA	ESSENTIAL QUESTION	CONCEPTS	COMPETENCIES	STANDARDS
	Why do humans choose to eat the foods that they do?	Analyze factors that impact nutritional choices of adolescents. Body imaging • Advertising • Dietary guidelines • Eating disorders • Peer influence • Athletic goals	Students will be able to identify at least 3 ways in which their nutritional choices are impacted by outside resources. They will also be able to describe how this could be beneficial and/or detrimental to their health and well-being. Ways to change negative influences will be discussed in class.	10.1.9.C
		Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. • stress management • disease prevention • weight management	The students will be able to identify and draw conclusions about how diet and exercise directly affect stress and disease.	10.4.9.B
		Empty calories do not provide energy.	Apply the relationship of food to caloric intake/ energy output.	10.1.9.E
		Nutrition intake has a direct correlation in body type.	Analyze the impact that nutrition has on body image	10.1.9.C
		Proper nutrition is essential in maintaining proper body function.	Investigate how proper nutrition can maintain proper function of body systems.	10.1.9.C
		Peer influence and nutritional choices.	Summarize the way that peers may influence the nutrition that you consume.	10.7.9.C
		The human diet has a direct effect on many heart/circulatory problems	Identify links between diet and heart/circulatory problems.	10.1.9.A

BIG IDEA	ESSENTIAL QUESTION	CONCEPTS	COMPETENCIES	STANDARDS
		The human diet has a direct effect on many heart/circulatory diseases.	Create a beneficial diet to maintain a healthy heart and circulatory system.	10.1.9.C 10.1.9.C 10.2.9.B
HEALTH PROBLEMS AND DISEASE PREVENTION	How would you generate a plan to be active for a lifetime?	Students need to know how infections/diseases occur and why.	Summarize the way that infections enter the body and why they occur.	10.1.9.B 10.1.9.E
	How can chemicals in our everyday environment cause health issues?	Students will analyze environmental factors that impact health and wellness. • Air Quality ○ 2nd hand smoke (sidestream, mainstream, passive) ○ Allergens ○ Chemicals (Radon, Carbon Monoxide) ○ Natural Disasters	Through guided discovery, students will identify links between poor air quality and respiratory health.	10.2.6.E
	Why is it important for a healthy person to keep their body clean?	Inconsistent hygiene can assist in a lengthy list of sickness and diseases.	Identify patterns that may occur with inconsistent hygiene and dermal/epidermal problems	10.1.9.E
	What defines a healthy person?	Students need to recognize the need for good personal hygiene and maintaining good skin health.	Describe how taking care of your body can help you live a long and healthy life.	10.1.9.E 10.2.9.E
	How can drug use affect you as a consumer today?	Students will need to know problems associated with addiction.	Collect information about tobacco and display how tobacco will adversely affect the respiratory and other systems of the body via an anti-tobacco poster and presentation.	10.2.9.C
	How can drug use today affect you later in life?	Students need to understand how the use of tobacco/nicotine products will adversely affect the respiratory	Analyze how tobacco/nicotine affect body systems	10.1.9.A

BIG IDEA	ESSENTIAL QUESTION	CONCEPTS	COMPETENCIES	STANDARDS
		Many viruses can be prevented with a vaccine	Investigate how the smallpox vaccine started proper vaccination procedures.	10.2.9.A
	Why do some people choose to get a flu vaccine and other people choose not to?	Students need to investigate the pros and cons to vaccination choices	Develop a logical argument for reasons to or not to get a flu shot annually	10.2.9.C
HEALTH PRACTICES, PRODUCTS AND SERVICES	What constitutes a good consumer?	Students need to know how to evaluate various forms of health information.	Practice strategies for identifying the difference between appropriate and inappropriate drug use.	10.1.9.D
	How does the media impact health issues?	Media can make health issues seem to be something that they are not.	Identify patterns of old cigarette ads and the people who used to “star” in these ads. Where are they today?	10.1.9.D
		Explain the relationship between health-related information and consumer choices. Dietary guidelines/ food selection	Students will be able to identify and describe the ways that media (Internet, TV, Apps, etc) have an impact on adolescent’s overall well-being. Students will also be able to identify pros and cons of being consumers of the media’s messages.	10.2.6.C
	What forms of nicotine and tobacco-based products are on the market?	Analyze the different types of tobacco/nicotine products	Compare and contrast cigarettes, chewing tobacco, and vapes.	10.2.9.B
	What is the difference between natural nicotine and synthetic nicotine?	Analyze the relationship between health-related information and adolescent consumer choices.	Students will investigate the differences between synthetic and natural nicotine.	10.2.9.B
	Why do some individuals have trouble with extensive weight loss and then increased weight gain?	Many weight loss products are counterproductive in the long run.	Identify patterns in weight gain and loss with weight loss product use.	10.2.9.B
EMERGENCY RESPONSES AND INJURY MANAGEMENT	What is the difference between something hurting and having an injury?	Students will know how and when to contact emergency personnel.	Students will identify situations that are appropriate and inappropriate times to call 911.	10.3.9.A

BIG IDEA	ESSENTIAL QUESTION	CONCEPTS	COMPETENCIES	STANDARDS
		Students will understand the difference between being hurt and having an injury.	Students will draw conclusions to differentiate between having something that hurts and having an injury.	10.2.9.D
	Can someone who is mentally tough, work their way through any injury?	Injury care is essential in proper recovery.	Investigate the advantages to rest, ice, compress and elevate.	10.3.9.B
	When is it necessary to perform rescue breathing practices for another human?	Rescue breathing is a basic way of providing life support in emergency situations.	Make observations of how and when to properly use rescue breathing.	10.3.9.B
	Are there rules that are put into games with the main purpose of keeping others safe?	Rules are often put in place to keep games and people fair and safe.	Summarize how playing a backyard game without following the rules and safety protocol could be dangerous.	10.3.9.D
	Are there ways that students can help prevent violent situations from occurring in schools?	Preparing for unexpected situations helps people act appropriately when needed.	Hypothesize a violent situation that could occur in our school district and how you could prevent it from occurring.	10.3.9.A
	What are some of the non-violent ways that we can respond when we are angry or upset?	Describe strategies to avoid or manage conflict and violence. • anger management • peer mediation • reflective listening • negotiation	Students will be able to identify and describe which of the 4 basic strategies taught in class would be most beneficial to them in helping them to manage conflict and avoid a violent situation.	10.3.6.C
		Analyze and apply strategies to avoid or manage conflict and violence during adolescence. • effective negotiation • assertive behavior	Students will be given a “mock conflict” to work through. They will need to evaluate the situation and then decide if they will use “effective negotiation” and/or an “assertive behavior” to successfully work through the conflict.	10.3.9.C

BIG IDEA	ESSENTIAL QUESTION	CONCEPTS	COMPETENCIES	STANDARDS
INTERACTIONS OF BODY SYSTEMS	How do body systems sometimes affect each other?	Students need to know structures and functions of all body systems.	Analyze the interdependence of body systems for movement.	10.1.9.B
		Muscles use bones as levers.	Relate the interdependence of the muscular system with the skeletal system.	10.1.9.B
	How can one body system change the function of another?	Many body systems rely on one another for proper function.	Analyze how body systems may enhance the function of another.	10.1.9.B
		Organ systems cannot function without blood flow.	Identify patterns of blood flow and how they impact the function of organ systems.	10.1.9.B
		These body parts work together as a unit.	Investigate how the ears, nose and throat work as a unit to support body systems.	10.1.9.B

HEALTH EDUCATION Grades 9-12

Statement of Organization:

This course is designed to provide students with the knowledge, skills and attitude necessary to support a high level of wellness. Topics covered include basic physical fitness, mental health, consumerism, gateway drug abuse, illegal drug abuse, medicine, cancer, nutrition, and human sexuality.

Expected Levels of Achievement:

All students will be expected to achieve mastery of the skills and concepts taught by obtaining at least eighty percent (80%) on all graded materials and projects.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Demonstration
- Skill practice
- Observation
- Presentations
- Projects
- Teacher-made tests

Estimated Instructional Time:

High School Health Education classes meet a minimum of sixty hours (60) during the year and are worth one half (1/2) credit.

Technology Integration:

In addition to print resources, students will use technology:

- Design projects that advocate for health enhancing practices.

Analyze information from various sources to determine what is or is not valid health knowledge.

BIG IDEA	CONCEPTS	COMPETENCIES	STANDARDS
STAGES OF GROWTH AND DEVELOPMENT	Students need to identify multiple stages of development and psychological and physiological changes resulting from development.	Students will be able to evaluate issues associated with development and aging and analyze their effect on general health	10.1.12.A
	Students need to analyze the impact of different types of physical activity on body development.	Design a personal plan for healthy living throughout the entire adult lifespan.	10.4.12.C 10.1.12.B
INTERACTIONS OF BODY SYSTEMS	Students need to know structures and functions of all body systems	Students will be able to choose behaviors that will maintain and enhance the health of the body systems.	10.1.12.B
	Students will assess the physiological responses to exercise on the body systems.	Students will assess the body systems short and long term responses to differing exercise programs or activities or inactivity due to varying factors.	10.4.12.B 10.1.12.A
NUTRITION	Students will know the nutritional content of foods and the relationship to the body.	Students will formulate an eating plan and advocate for eating healthy.	10.1.12.C 10.1.9.C
	Students will distinguish between nutrient classes and their needs to the body.	Students will create meals in accordance with dietary guidelines.	10.1.12.C
	Students will analyze influences that affect the food industry and consumer choices.	Students will interpret information from many sources of media to make positive health choices.	10.1.12.C 10.1.9.C
HEALTH PROBLEMS AND DISEASE PREVENTION	Students need to know how infections occur and why.	Students will analyze research and technology in order to solicit care from health professionals when needed and practice preventative health strategies.	10.1.12.B 10.1.12.E
	Students will identify and analyze factors that prevent health problems and disease.	Students will research various health issues and diseases and evaluate prevention and control of disease.	10.1.12.E
	Students will need to know problems associated with addiction.	Students will analyze problems of addiction in relation to impacts on individual, community, and social health.	10.1.12.D
	Students will investigate the physiological and psychological effects of tobacco, alcohol, and other psychoactive drugs.	Students will apply concepts of the effects of tobacco, alcohol, and drugs on body systems both short and long term as well as cognitive and psychological implications.	10.1.12.D
	Students need to understand the law regarding alcohol use and abuse.	Students will explain the laws regarding alcohol use for adults and minors.	10.1.12.D
	Students will analyze and evaluate various treatment options for addiction.	Students will be able to draw conclusions regarding addiction treatments.	10.2.12.A
	Students will formulate a decision-making model based on research, statistics, and personal experience	Students will analyze decision making skills and formulate a model of their own while utilizing research and personal preferences.	10.2.12.D

BIG IDEA	CONCEPTS	COMPETENCIES	STANDARDS
	Students will be able to draw conclusions between the relationship of mental health/stress and physical diseases.	Explain the relationship between mental and physical health and demonstrate understanding of stress management.	10.1.12B
HEALTH PRACTICES, PRODUCTS AND SERVICES	Students need to know how to evaluate various forms of health information	Students will evaluate various sources and identify valid health information.	10.2.12.A 10.2.12.C
	Students will need to be able to critique medicine classifications, safe uses of medication and will analyze the growing issues of drug resistance and emerging diseases.	Students will demonstrate an understanding of medicine classifications, safety and implications of overuse and misuse on self and society.	10.2.12E 10.2.12B
	Students will need to be able to evaluate traditional and alternative medical treatments and medications.	Students will compare and contrast various traditional and alternative medical treatments and medicines.	10.2.12.A 10.2.12D
EMERGENCY RESPONSES AND INJURY MANAGEMENT	Students will know how to contact emergency personnel.	Students will analyze situations in which it is necessary to dial 911 to call in the event of an emergency Students will observe and describe CPR and basic emergency care	10.3.12.B 10.3.12.A
	Students will know how to access resources for mental health concerns including suicide prevention.	Students investigate websites of local and state agencies to aid in emergency situations.	10.3.12.B
	Students will analyze the negative impact of violence on communities.	Students will predict and analyze the negative effects of a community that is plagued with violence.	10.3.12.C

PHYSICAL EDUCATION Grades K-2

Statement of Organization:

This course is designed to provide the foundation for a sequential Physical Education program. Primary level students will be encouraged to think about what they can do to stay healthy. Topics covered include Locomotor/Non-Locomotor Movements, Ball Manipulation, Gymnastics, and Fitness Activities.

Expected Levels of Achievement:

All students will be expected to achieve mastery of the skills and concepts taught by obtaining at least eighty percent (80%) on all graded materials and projects.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Demonstration
- Skill practice
- Observation
- Teacher-made tests

Estimated Instructional Time:

Elementary Physical Education classes meet a minimum 30 classes for 35 minutes each year for a total of 90 classes during the 3-year K-2 Physical Education Program.

Technology Integration:

In addition to print resources, students have their own personal Chromebook to assist as a personal resource.

BIG IDEA	CONCEPTS (what students need to know)	COMPETENCIES	STANDARDS
ACTIVITY, LIFETIME FITNESS	Students will describe what each fitness gram test measures. Students will perform the following fitness gram tests: Shuttle Run, Curl- Up, Back-saver sit and reach, Flexed arm hang, Trunk Lift. Students will learn to move safely through the gym while performing fitness tests and related activities. Students will perform independently jump rope skills. Students will learn the cardiovascular and calorie burning benefits of jump roping.	Students identify the key components that each fitness test evaluates and how participation in fitness activities including class warm- ups and fitness games helps to improve in each fitness area tested. Students will perform the fitness gram pre-test to give them a starting fitness level. Students will perform a final fitness gram test and evaluate fitness levels now compared to the pre-test. Students will show several jump rope skills by performing the skill 10 jumps without a mistake. Students will understand that being physically active and achieving “fitness” will help students live a healthier and longer life. Students will recognize that 10 minutes of jump roping is equal to 30 minutes of jogging. Students will identify the physiological changes that the body goes through with a continuous exercise program.	10.3.3.A. Recognize safe/unsafe practices in the home, school, and community. 10.3.3.D. Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down). 10.4.3.A. identify and engage in physical activities that promote physical fitness and health. 10.4.3.B. Know the positive and negative effects of regular participation in moderate to vigorous physical activities. 10.4.3.C. Know and recognize changes in body responses during moderate to vigorous physical activity. 10.4.3.D. Identify likes and dislikes related to participation in physical activities. 10.4.3.E. Identify reasons why regular participation in physical activity improves motor skills. 10.5.3.D Identify and use principles of exercise to improve movement and fitness activities

BIG IDEA	CONCEPTS (what students need to know)	COMPETENCIES	STANDARDS
SKILL DEVELOPMENT	Students will learn and practice the locomotor and non -locomotor movements. Students will learn and practice several jump rope skills with short and long ropes. Students will learn and practice various eye -hand and foot -eye coordination skills. Students will learn and practice various gymnastic floor moves. Students will learn the importance of repetition and skill practice to develop improved motor skills.	Students will practice and perform the 8 locomotor movements through skill practice, games, and final movement test. Students will practice and perform the 10 non -locomotor movements through skill practice, games, and final movement test. Students will develop jump rope skills with short and long ropes practicing and testing performing each move 10 jumps without a mistake. The students will practice and perform several critical ball skills through skill practice, games, and final ball test. (skills: throwing and catching, rolling, dribbling with hands and feet, ball handling, kicking a ball on the ground). Students will work, practice, and perform several gymnastic moves to improve balance, flexibility, and strength during practice and final gymnastics test.	10.4.3.E. Identify reasons why regular participation in physical activity improves motor skills. 10.5.3.A. Recognize and use basic movement skills and concepts. 10.5.3.B Recognize and describe the concepts of motor skill development using appropriate vocabulary. 10.5.3.C. Know the function of practice. 10.5.3.E Know and describe scientific principles that affect movement and skills using appropriate vocabulary. 10.5.3.F Recognize and describe game strategies using appropriate vocabulary

BIG IDEA	CONCEPTS (what students need to know)	COMPETENCIES	STANDARDS
		Students will work, practice, and perform several gymnastic moves to improve balance, flexibility, and strength during practice and final gymnastics test. Students will learn why “practice makes perfect” and how repetition helps improve motor skills by sighting examples of things they have mastered and could do without thinking (walking, riding a bike, etc.)	
VARIETY OF ACTIVITY	Students will learn a variety of activities that will help develop a healthy and fit lifestyle.	Students will be introduced to a large variety of fitness exercises, fitness games, adapted lead up games of team sports, and cooperative challenges to distinguish activities they enjoy and will pursue outside of the physical education setting for a healthy fit lifestyle. Students will make observations about their heart rate based off aerobic and anaerobic activity.	10.4.3.B. Know the positive and negative effects of regular participation in moderate to vigorous physical activities. 10.4.3.D. Identify likes and dislikes related to participation in physical activities. 10.4.3.C. Know and recognize changes in body responses during moderate to vigorous physical activity.
ACTIVITY AND SOCIALIZATION	Students will work as a group to solve various challenges during cooperative games. Students will work with small groups to perform various turning and jumping skills with a long rope.	Students will use teamwork to solve a problem during cooperative game situations. Students will use teamwork as a small group teamwork up to perform several long rope turning and jumping skills through practice and testing.	10.4.3.D. Identify likes and dislikes related to participation in physical activities. 10.4.3.F. Recognize positive and negative interactions of small group activities.

PHYSICAL EDUCATION Grades 3-5

Statement of Organization:

This course is designed to expand off of the foundation provided by the K-2nd Primary Physical Education Program. Students will expand and use the skills learned in more complex game situations. Primary level students will be encouraged to think about what they can do to stay healthy.

Topics covered include Lifetime Sports, Team Sports, Gymnastics, and Fitness.

Expected Levels of Achievement:

All students will be expected to achieve mastery of the skills and concepts taught by obtaining at least eighty percent (80%) on all graded materials and projects.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Demonstration
- Skill practice
- Observation
- Teacher-made tests

Estimated Instructional Time:

Elementary Physical Education classes meet a minimum 30 classes for 35 minutes each year for a total of 90 classes during the 3-year grades 3-5 Physical Education Program.

Technology Integration:

In addition to print resources, students have their own personal Chromebook to assist as a personal resource.

BIG IDEA	CONCEPTS (what students need to know)	COMPETENCIES	STANDARDS
ACTIVITY, LIFETIME FITNESS	Students will describe what each fitness gram test measures and identify a plan on how to improve in each fitness area. Students will perform the following fitness gram tests: Shuttle Run, Curl-Up, Back-saver sit and reach, Flexed arm hang, Trunk lift. Students will learn to move safely through the gym while performing fitness tests and related activities. Students will perform independently jump rope skills. Students will learn the cardiovascular and calorie burning benefits of jump roping compared to other fitness activities. Students will increase their understanding of how exercise improves overall health. Students will be introduced to Lifetime individual sports.	Students identify the key components that each fitness test evaluates and how to improve in each test by designing a workout to improve in each fitness area. Students will perform the fitness gram pre-test to give them a starting fitness level. Students will perform a final fitness gram test and evaluate fitness levels compared to the pre-test. Students will demonstrate knowledge and understanding of proper safety procedures when performing various fitness exercises and game activities. Students will expand and develop upon the jump rope skills learned during k-2nd curriculum and master several higher difficulty rope skills by performing each skill 10 jumps without a mistake. Students will learn the positive and negative aspects of jump roping compared to other fitness activities.	10.3.6.D. Analyze the role of individual responsibility for safety during physical activity. 10.4.6.A. Analyze the role of individual responsibility for safety during physical activities that contribute to physical fitness and health. 10.4.6.B. Explain the effects of regular participation in moderate to vigorous physical activities on the body systems. 10.4.6.C. Identify and apply ways to monitor and assess the body's response to moderate to vigorous physical activity. 10.5.6.A. Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills. 10.5.6.D. Describe and apply the principles of exercise to the components of health-related and skill-related fitness.

BIG IDEA	CONCEPTS (what students need to know)	COMPETENCIES	STANDARDS
		Students will learn the physiological changes that the body goes through with a continuous exercise program and why those changes take place by participation and testing of fitness activities. Students will participate and test in the lifetime individual sport of badminton.	
SKILL DEVELOPMENT	Students will learn and practice several jump rope skills with short and long ropes. Students will demonstrate skills necessary for various team sports. Students will learn and practice various gymnastic floor moves at their own pace independently and in small groups.	Students will develop jump rope skills with short and long ropes practicing and performing each move 10 jumps without a mistake. Students will demonstrate the skills necessary to play the team sports of soccer (dribbling, pass, trap, shot, drop kick). Students will demonstrate the skills necessary to play the team sport of volleyball (bump, set, underhand serve, floor spike). Students will demonstrate the skills necessary to play the team sport of basketball (ball handling, chest pass, bounce pass, overhead pass, baseball pass, dribbling, layup shot, and jump shot).	10.4.6.A. Analyze the role of individual responsibility for safety during physical activities that contribute to physical fitness and health. 10.4.6.F. Identify and describe positive and negative interactions of group members in physical activities. 10.5.6.B. Identify and apply the concepts of motor skill development to a variety of basic skills. 10.5.6.C. describe the relationship between practice and skill development. 10.5.6.E. Identify and use scientific principles that affect basic movement and skills using appropriate vocabulary.

BIG IDEA	CONCEPTS (what students need to know)	COMPETENCIES	STANDARDS
		Students will repeat skills at their own individual pace to enhance and expand on the number and difficulty of gymnastic moves learned from the k-2 nd gymnastic unit to further improve balance, flexibility, and strength during practice and continuous gymnastic testing.	10.5.6.F Identify and apply game strategies to basic games and physical activities.
VARIETY OF ACTIVITY	Students will learn a variety of activities and expand on knowledge from K-2 nd curriculum that will help develop a healthy and fit lifestyle.	Students will expand knowledge of the k-2nd curriculum by participation in an enhanced variety of fitness exercises, fitness games, individual sports, team sports, and cooperative challenges to help distinguish activities they enjoy and will pursue outside of the physical education setting for a healthy and fit lifestyle. Students will recognize the difference in breathing patterns when performing aerobic vs. anaerobic activities.	10.4.6.B. Explain the effects of regular participation in moderate to vigorous physical activities on the body systems. 10.4.6.E. Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.
ACTIVITY AND SOCIALIZATION	Students will work as a group to solve various challenges during cooperative games. Students will work with small groups to perform various turning and jumping skills with a long rope. Students will learn how to work together as a team to achieve a goal during team sport activities.	Students will learn to use teamwork to solve a problem during cooperative game situations. Students will learn to use teamwork as a small group to perform several long-rope turning and jumping skills through practice and testing. Students will demonstrate teamwork skills such as leadership, cooperation, sharing, and on task participation to help work and communicate with other students so they can achieve a goal during team sport activities (soccer, Basketball, and Volleyball).	10.4.6.D. Describe factors that affect childhood physical activity preferences. 10.4.6.F. Identify and describe positive and negative interactions of group members in physical activities.

BIG IDEA	CONCEPTS (what students need to know)	COMPETENCIES	STANDARDS
	Students will demonstrate appropriate sportsmanship and behaviors before, during, and after games.	Students will demonstrate appropriate sportsmanship and behavior before, during, and after games through the participation in various games, individual sports, and team sports.	

PHYSICAL EDUCATION Grades 6-8

Statement of Organization:

This course is designed to promote personal physical fitness, proficient to advanced skill level development, long and short-term goal setting and a working understanding of the concepts of movement.

The Middle School students will have Physical Education throughout their entire educational experience.

Expected Levels of Achievement:

All students will be encouraged, unless otherwise identified, to master skills levels and concepts for each unit by achieving an 80% or higher on both skills testing and cognitive testing.

Methods of Evaluation:

Students may be assessed for competency in one or more of the following methods:

Personal FitnessGram measures

Skill level improvement/demonstration

Classroom participation in proper protocols

Affective domain application

Observation

Teacher-made-assessments, analyzed performance data of FitnessGRAM protocols

Estimated Instructional Time:

Middle School students will have physical education a minimum of 60 hours per year.

Technology Integration:

In addition to print resources, students will use technology when applicable to achieve learning goals and generate products in conjunction with the standards.

BIG IDEA	CONCEPTS	COMPETENCIES	STANDARDS
ACTIVITY AND OVERALL HEALTH	Moderate to vigorous physical activity contributes to overall health	Analyze the relationship of exercise and stress reduction.	10.4.6A,B 10.5.6.D 10.4.9.A,B
	Relationships exist between regular participation in physical activity and adolescent health improvement.	Relate the successes achieved in sport/activity to self-esteem	10.4.6.A,B 10.4.9.A,B
	Moderate to vigorous physical activity has positive effects on the body and the body systems.	Explain and investigate the effects of healthy fitness zone exercise relating to: - Resting Heart Rate - Muscle Memory - Calorie Usage - Reaction Time	10.4.6.A,B 10.5.6.D 10.4.9.A,C
SKILL DEVELOPMENT	Baseline (self) assessment can help identify fitness factors that need improvement and set goals for encouraging improvement.	Establish baseline fitness scores and identify strengths and areas that need improvement.	10.4.6.C 10.5.6.D 10.4.9.C
	Informed selections of physical activities can lead to achievement of personal fitness and activity goals.	Formulate and enact a plan for improving fitness factors that need work while maintaining others.	10.4.9.A-F
	Motor skill improvement through physical activity is impacted by individual choices and differences.	Analyze social, emotional, physical, cognitive, and environmental factors that impact personal fitness and activity goals – preferences, location, and group interactions of adolescents	10.4.9.A 10.4.9.D 10.4.9.F
	Motor skill development is an integral part factor in lifelong activities	Perform skills for activities which lead to successes in team and individual activities.	10.4.6.E 10.5.6.A,B,F 10.4.9.D,E,F
		Connect basic movement patterns as steps to complex patterns.	10.5.9.A 10.5.6.A

BIG IDEA	CONCEPTS	COMPETENCIES	STANDARDS
VARIETY OF ACTIVITY	Participation in a wide range of activities can encourage students to participate in lifelong activities.	Apply rules of team and individual activities to game situations (play)	10.4.6.D,F 10.4.9.D,F
		Analyze factors that lead to lifetime activity	10.4.6.D,E 10.4.9.D,E
		Compare/contrast multiple modalities of exercise including current trends in fitness	10.5.6.A-E 10.5.9.A-E
	Some skill techniques can be used in multiple activity endeavors	Compare and contrast movement techniques between activities	10.5.6.A,B 10.5.9.A,B
		Follow directions of verbal cues to enhance technique of specific activity	10.5.6.C-F 10.5.9.C-F
ACTIVITY AND SOCIALIZATION	Group interactions during physical activity carries over into everyday life.	Differentiate the roles/responsibilities of each position on a team working for the good of the team	10.4.6.F 10.5.6.A,B,C,E,F 10.4.9.F
		Recognize the importance of communication in group activities	10.5.6.F 10.5.9.F
	Physical activity/sport strategies enhance creative thinking and movement patterns	Design their own obstacle course for the use of fitness development	10.5.6.A-E 10.5.9.A-E
		Apply concepts of motion to achieve object of games in non-routine situations	10.5.6.A-F 10.5.9.A-F
	The interactions of adolescents impact the outcome of group associated physical activities	Analyze social, emotional, physical, cognitive, and environmental factors that impact personal fitness and activity goals	10.4.9.A,D,F

HIGH SCHOOL PHYSICAL EDUCATION

Statement of Organization:

Students at Kane Senior High School are required to take two (2) credits of physical education during high school. This planned instruction emphasizes knowledge of and participation in team and individual sports, lifetime sports, fitness and recreational activities. It is intended to enhance understanding of the relationship between physical education and healthy living. High school physical education classes meet a minimum of sixty hours (60) during the year and are worth one half (1/2) credit.

Expected Levels of Achievement:

All students will be expected to achieve mastery of the skills and concepts taught by obtaining at least eighty percent (80%) on all graded materials and projects.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Skill Demonstration
- Observations
- Peer and self-correction
- Obedience to safety and sportsmanship policies
- Teacher-made tests and activities, analyzed performance data of FitnessGRAM protocols

Technology Integration:

In addition to print resources, students will use technology to:

- Evaluate and critique movement patterns
- Observe and monitor heart rate, breathing rate and its effects on the body.

BIG IDEA	CONCEPTS	COMPETENCIES	STANDARDS
ACTIVITY LIFETIME FITNESS AND OVERALL HEALTH	Students need to connect the relationship of physical activities to various physical benefits over the life-span.	Students will analyze a variety of physical activities and physical responses of the body over time.	10.4.12.A 10.4.12.B
	Students need to engage in physical activities in which provide benefits in all basic components of fitness.	Students will engage in physical activities which strengthen and improve all basic components of fitness, while cognitively identifying the components being addressed.	10.4.12.A 10.4.12.E 10.5.12.A
		Students will identify and exercise in their target heart rate zone while learning the basic relationship of VO2max and heart health.	10.4.12.B
	Students need to identify physical changes throughout the adult life-span including aging, injuries and diseases and the responses of physical activities	Students will apply concepts of physical activity upon body systems along with the effects of lifetime fitness challenges including aging, injuries and diseases to understand the relationship and connection.	10.4.12.C
	Students need to identify the factors that lead to lifetime fitness challenges and ideas.	Students will develop a lifetime fitness model that will address various factors including personal challenge, finances, motivation, environment, physical benefits, access to activity, and self-improvement.	10.4.12.D
SKILL DEVELOPMENT	Students need to understand knowledge of movement, skill-related fitness and movement concepts in order to evaluate the benefits of lifelong physical activities.	Students will apply the understanding of skill-related fitness activities while participating in and developing lifetime fitness goals.	10.5.12.A
	Students need to understand the benefit and development of skills and fitness over time.	Students will experience and assess the physical development of skills and fitness by participating in activities related to specific skills and fitness development over time.	10.5.12.B

BIG IDEA	CONCEPTS	COMPETENCIES	STANDARDS
		Students will apply knowledge of motor skill development to practicing for good performance of activities.	10.5.12.B 10.5.12.C
	Students need to understand the connection of scientific principles to movement and skill development.	Students will be able to apply concepts of scientific and biomechanical principles to movement in skills and physical activity.	10.5.12.E
VARIETY OF ACTIVITY	Students need to engage in developmentally appropriate physical activity that has an emphasis on creating positive lifestyle choices.	Students will analyze the benefits of engaging in various activities versus specialization.	10.4.12.A 10.4.12.B
		Students will evaluate necessary changes in activity variety over time due to aging, injury and disease.	10.4.12.C
ACTIVITY AND SOCIALIZATION	Students need to engage in activities that promote positive social interaction for a lifetime.	Students will evaluate movement strategies that enhance group interaction.	12.4.12.F
		Students will create movement plans to work through team building activities and enhance group interaction	10.5.12.F
		Students will apply skill and fitness concepts in order to further develop group fitness.	10.5.12.D 10.5.12.F

ADVANCED AQUATICS

Statement of Organization:

This course is offered to students who wish to pursue the lifeguard training requirements prepared by the American Red Cross. Students will be taught the skills and knowledge necessary to recognize and respond to aquatic emergencies as well as various techniques to prevent accidents.

Advanced Aquatics is a semester course that meets for a minimum of eighty minutes two or three times a week and is worth one-half credit. In order to qualify a student must be at least fifteen (15) years old and satisfy the following aquatic requirements:

- Swim 500 continuous yards accordingly: 200 yards each using the front crawl stroke, 100 yards using the breaststroke and 200 yards using either the front crawl stroke or breaststroke.
- Swim 20 yards, surface dive 7 – 10 feet, retrieve a 10-pound object, return to the surface, swim back to the starting point holding the 10-pound object in both hands. Head must stay above the water while using kick only for propulsion.

Objectives:

All students will:

- A. recognize various roles, characteristics and responsibilities of a lifeguard.
- B. work effectively with peers and the public.
- C. understand the techniques necessary for the prevention of injury.
- D. be able to prepare and execute an emergency action plan.
- E. become familiar with the emergency medical service (EMS) system and the responsibilities of the providers.
- F. demonstrate understanding of cardiopulmonary resuscitation (CPR).
- G. demonstrate knowledge of rescue techniques.
- H. recognize and care for victims of injury and/or illness.

Content:

A. Introduction to Lifeguarding

1. identifying the characteristics of a lifeguard
2. recognizing the benefits of experience
3. understanding the importance of appearance and behavior
4. knowing the responsibilities
5. interacting with the public
6. being part of the safety team
7. learning the management aspects of lifeguarding

B. Preventing Aquatic Injury

1. surveilling patrons and the facility
2. developing an emergency action plan
3. contacting emergency medical services
4. establishing a communication network

C. CPR for the Professional Rescuer

1. understanding legal issues
2. demonstrating knowledge of the body systems
3. knowing how diseases are transmitted
4. applying emergency action principles
5. recognizing breathing emergencies
6. demonstrating rescue breathing (adult, child, infant)
7. dealing with cardiac arrest
8. demonstrating knowledge of CPR techniques
 - a. adult
 - b. child
 - c. infant
9. two- person CPR beginning together/changing positions

D. Rescue Skills

1. understanding general rescue procedures
2. using the rescue tube
3. demonstrating rescue skills
 - a. entries
 - b. approaches
 - c. extension assist from the deck
 - d. swimming extension rescue
 - e. active victim rear rescue
 - f. multiple victim rescue
 - g. passive victim rescue
 - h. feet first surface dive
 - i. submerged victim rescue
 - j. removal from the water
 - k. escapes

E. First Aid

1. treating soft tissue injuries
2. caring for wounds
3. controlling bleeding
4. treating shock victims
5. treating burns
6. treating musculo-skeletal injuries
7. reacting appropriately to victims with sudden illness

F. Spinal Injury Management

1. understanding the anatomy and function of the spine
 1. recognizing spinal injuries
 2. caring for spinal injuries
 3. applying in-line stabilization techniques properly

4. demonstrating proper back-boarding techniques
- G. Automated External Defibrillation (AED)
 1. abnormal heart rhythms present during cardiac arrest
 2. what defibrillation is and how it works
 3. general steps using the AED
 4. precautions for the use of an AED
 5. situations that can arise when using an AED
- H. Preventing Disease Transmission
 1. how infections occur
 2. how a disease can spread
 3. four ways pathogens can get into the body
 4. exposure to infectious materials at the workplace
 5. procedures to follow if an exposure occurs.

Standards: 10.2.12E (1,2 and 3); 10.3.12.A(1 – 5); 10.3.12B(1,2);10.4.12F(1,2,3); 10.5.12C; 10.5.12.E(1,2)

Expected Levels of Achievement:

All students will be required to pass the standardized tests for the Life guarding Course. Students must pass the final skills scenarios established by the American Red Cross for drowning victims.

Methods of Evaluation:

Student competence will be evaluated through the use of one or more of the following methods:

- Checklists
- Demonstration
- Drill and practice
- Observation

- Presentations
- Performances
- Portfolios
- Projects
- Standardized tests
- Teacher-made tests

Society and Social Dance

Statement of Organization:

This course is offered to e students in grades nine through twelve who wish to engage in developmentally appropriate physical activity through folk and social dancing. During the course, students will learn various folk, social and line dances. Students will also analyze the relationship between engaging in lifetime activities and an optimal level of wellness.

Society and Social Dance is a half year course that meets for 60 hours per semester and is worth one-half credit. This half credit may be counted towards fulfilling the 2 credits of physical education required for graduation.

Objectives:

All students will:

- A. Demonstrate individual motor skill development through dance.
- B. Demonstrate knowledge and history of folk and social dances from around the world.
- C. Demonstrate positive social interaction through group and partner dancing.
- D. Meet and manage personal activity goals.
- E. Demonstrate and advocate for safety in dance.

Content:

Introduction to Dancing

1. recognizing the benefits of experience
2. understanding the aerobic benefits of dance
3. Understanding levels
4. Synthesizing movements
5. Analyze dance characteristics based on location and customs

Synthesizing a dance routine

- 1 Students will learn and manipulate basic locomotor movements
- 2 Develop a movement plan
- 3 Engage in social interaction
- 4 Understanding customs and cultures

Folk Dances

1. Understanding Customs and cultures of each dance
2. Swaziland's Umoja
3. Russia's Troika
4. Italy's Tarantella
5. Middle East's Miam
6. Germany's D'hammerschmiedsg'selln
7. Traditional Swedish Line dances

Social dances

1. Polka
2. Meringue
3. Salsa
4. Cha-cha
5. Swing
6. Group Line Dances

Standards: (10.2.12.D; 10.3.12.E; 10.4.12.A; 10.4.12.B; 10.12.4.E; 10.4.12.F; 10.5.12.A; 10.5.12.B; 10.5.12.C; 10.5.12.D; 10.5.12.F)

Expected Levels of Achievement:

All students will be required to participate in 90% of dance classes during a semester. All students will be expected to achieve a minimum of eighty (80%) on each written test and skills test.

Methods of Evaluation:

Student competence will be evaluated through the use of one or more of the following methods:

- Checklists
- Demonstration
- Drill and practice
- Observation
- Presentations
- Performances
- Projects
- Teacher-made tests

Personal Fitness

Statement of Organization:

The personal fitness curriculum is designed to improve the many aspects of wellness including, cardiovascular fitness, muscular strength, muscular endurance, flexibility, mental health, nutrition, and personal safety.

During the course, students will learn how to establish, maintain, and improve their individual personal fitness and general wellness goals that will last a lifetime.

Students will:

- Develop a cognitive understanding of the primary components of wellness, including muscular strength, muscular endurance, cardiovascular endurance, and flexibility.
- Perform a variety of exercises and activities in order to establish, maintain, and improve each aspect of the primary components of health.
- Demonstrate a cognitive understanding of the association between personal fitness and mental / emotional health and wellness.
- Demonstrate a cognitive understanding the impact nutrition has on overall health and wellness.
- Develop a nutrition plan which incorporates nutrient-rich foods, including a general cost analysis, meal preparation, and an individualized approach to calorie consumption.
- Demonstrate a cognitive understanding of and practice personal safety in regard to diet and exercise.
- Personal Fitness is offered to all Kane High School students (grades 9-12) who wish to engage in developmentally appropriate, individualized personal fitness plans.
- Personal Fitness is a half year course that meets for 60 hours per semester and is worth one-half credit. This half credit may be counted towards fulfilling the 2 credits of physical education required for graduation.

Objectives:

As a result of successfully completing this course, you will:

- Recognize safe / beneficial health practices

- Increase cardiovascular fitness
- Increase muscular strength and endurance
- Increase overall flexibility and injury prevention
- Understand the association between personal fitness and nutrition
- Understand the association between personal fitness and mental / emotional health
- Demonstrate proper safety techniques while exercising
- Implement health practices and physical activities into your daily routine
- Develop a personal fitness program for your future

Standards: 10.1.9.A-E; 10.2.9.A-E; 10.3.9.A-D; 10.4.9.A-F; 10.5.9.A-F

Expected Levels of Achievement:

All students will be required to participate in 90% of personal fitness classes during a semester. All students will be expected to achieve a minimum of eighty (80%) on each written test and skills test.

Methods of Evaluation:

Student competence will be evaluated via use of one or more of the following methods:

- Demonstration
- Observation
- Presentation
- Drill and Practice
- Checklists
- Performance Logs
- Student Projects
- Written Assessments