Curriculum Development

Massachusetts Public Law also known as the Anti- Bullying Legislation Chapter 71 Section 370 (c) mandates that all school districts develop a curriculum for all school age children. This legislation requires every school district to implement a comprehensive curriculum that address bullying prevention that includes age appropriate instruction, Kindergarten through Grade 12. The Department of Education is required to develop statewide academic standards to address this by June 30, 2011.

The Franklin Public Schools has re-introduced a K-5 Health Education program, effective for the 2010-2011 school year. The health program will provide comprehensive instruction in social competency skills and will include bullying education as an integral component of the curriculum. In the middle school health program bullying is addressed through the curriculum in place for students in grade 6, 7 and 8. The Franklin High School health curriculum includes the topics of bullying, dating violence and tolerance education.

When the Department of Elementary and Secondary Education (DESE) releases updated heath frameworks a team of administrators and teachers will revise our local curriculum documents to reflect the DESE requirements. While awaiting the release of these documents a team of health educators have been extensively researching and reviewing a wide range of curriculum materials and instructional tools to support the implementation of the standards in our K-12 program.

In addition to curriculum interventions and explicit classroom instruction, the Franklin Public Schools supports a variety of extracurricular initiatives to raise awareness and educate students, parents and community members on the impact of bullying.

Programs Include:

- No Name Calling Week
- Teen Angels and Wired Kids Clubs at all three middle schools
- Best Buddies Clubs at MS and FHS
- Advisor-Advisee Program at all three middle schools
- Peer Mentors- FHS
- Peer Leaders-FHS
- Gay Straight Alliance-FHS

Health and PE
Pre-K Curriculum Map

Pre-K	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
MA Health and PE Curriculum Frameworks, 2000 Interdisciplinary theme units* **Math, Science, ELA, H/SS, Arts, Health/PE* • Growth and Development • Physical Activity and Fitness • Nutrition • Reproduction and Sexuality • Mental Health • Family Life • Disease Prevention and Control • Safety and Injury Prevention • Tobacco, Alcohol, and Substance Abuse/Use Prevention • Ecological Health/Community and Public Health	**Physical Education** Movement Exploration Unit Rhythms Unit Manipulative Skills Unit Fitness Unit	**Physical Education** Movement Exploration Unit Rhythms Unit Manipulative Skills Unit Fitness Unit	**Physical Education** Movement Exploration Unit Rhythms Unit Manipulative Skills Unit Fitness Unit	**Physical Education** Manipulative & Ball Skills Unit Educational & Play Gymnastics Unit Fitness Unit

Revised June 2008

Health and PE
Pre-K Curriculum Map

GRADE 4	GRADE 5	GRADE 6	Grade 7	Grade 8
Physical Education Manipulative & Ball Skills Unit Educational & Play Gymnastics Unit Fitness Unit	**Physical Education** Manipulative & Ball Skills Unit Educational & Play Gymnastics Unit Fitness Unit	**Health/Wellness** Bullying Unit Nutrition Unit Puberty Unit **Physical Activity and Fitness** Dance Unit Football Unit Bowling Unit Volleyball Unit	**Health/Wellness** Nutrition Unit Reproduction Unit Substance Abuse and Alcohol Unit **Physical Activity and Fitness** Dance Unit Football Unit Bowling Unit Volleyball Unit	**Health/Wellness** Human Sexuality Unit Violence Prevention Unit Substance Abuse and Alcohol Unit **Physical Activity and Fitness** Dance Unit Football Unit Bowling Unit Volleyball Unit

Health and PE
Pre-K Curriculum Map

Grades 9-12 Health/Wellness	Grade 9-12 Physical Education
Grade 9 Health/Wellness Violence Prevention and Interpersonal Relationships Unit Tobacco Unit Marijuana Unit **Grade 10-12 Health/Wellness** Family & Consumer Studies Understanding Disabilities Safety and Injury Prevention Tobacco, Alcohol, Illegal/Legal Drugs Use/Abuse/Prevention Unit Interpersonal Relationships Unit Violence Prevention Unit Diversity & Bullying Unit Consumer Health and Resources Media Education Unit Community and Public Health Community Service	Archery Unit Baseball Unit Fitness Unit Flag Football Unit Floor Hockey Unit Project Adventure Unit Softball Unit Tennis Unit Volleyball Unit Weight Training Unit

Franklin Public Schools
Curriculum Document

HEALTH AND PHYSICAL EDUCATION

PreKindergarten

Growth and Development

Learning Standards
1.1 Name the external and internal parts of the body and the body systems.
* Listen to and use appropriate language describing the names and functions of parts of the human body.
1.2. Identify behaviors and environmental factors that influence functioning of the body.
* Build body awareness, strength, and coordination through locomotion activities.
1.3 Identify appropriate accommodations and aids for people with physical disabilities.
* Discuss various aids and accommodations used by people for the activities of daily life.

Essential Questions	Vocabulary	Resources	Activities	Assessments
How do we use our bodies? • at play • at home • at school • movement -awareness of disabilities How do we keep our bodies healthy? • exercise • rest • awareness of disabilities	• Body parts (ex: head, toes finger elbow) • Muscles and bones • Stretch • Reach • Run • Jump • Hop • Walk • Gallop • Climb • Balance • Bend • Point • Shake • Turn • Wiggle • Walker • Crutches • Wheel chair • Braces • Elevator • Hearing aid • Cane • Glasses • Braille • Sign language • Communication book	**Books:** • Jump, Wiggle, Twirl, and Giggle by Roberta Altman • Skeleton Hiccups by Margery Cuyler • Dem' Bones by • From Head to Toe by Eric Carle • Mama Zooms by Jane Cowen-Fletcher • Me and My Amazing Body by Joan Sweeney • My Friend Isabelle by Eliza Woloson • Special People, Special Ways by Arlene Maguire • Friends at School by Rochelle Bunnette • We Can Do It! By Laura Dwight • All Kinds of Friends, Even Green by Ellen Senisi • I Love My Brother! By Connor Sullivan **Music:** • Hap Palmer CD's • Rick Goldin CD's • Bean Bag Songs CD • Handicap accessories for blocks and dolls • Posters of differently disabilities • Sign language poster	• Music and Movement Activities in class, including: • Head, Shoulder, Knees, and Toes song • The Hokey Pokey song • Elephant Stretches • Obstacle course • Motor room activities • Playground activities (riding bikes, balls, running, climbing) • Tour of school to look for accommodations (elevator, ramps) • Drawings or representations of body • Body tracing • Comparing fingers/hands to animals legs/feet • Role play • Block play	• Observations • Anecdotal notes • Developmental skills checklist

Physical Activity and Fitness

Learning Standards
2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, zigzag), range (narrow, expansive), and force absorption (rigid, knees bent) to extend versatility and improve physical performance.
* Build upper body strength and stability to gain controlled movement. * Use both sides of the body to strengthen bilateral coordination and cross the midline. * Use a variety of tools and materials to build grasp and release skills and finger dexterity. * Use eye hand coordination, visual perception and tracking and visual motor skills.
2.2 Use a variety of manipulative (throwing, catching0 locomotors (walking, running), and non-locomotor (twisting, balancing) skills as individuals and as teams.
* Build awareness of position and directionality in space.

Essential Questions	Vocabulary	Resources	Activities	Assessments
How do we use our bodies? • Movement -direction -locomotion -non-locomotion • Coordination -strength -balance -versatility	• Push • Pull • Climb • Slide • Hang • Reach • Kick • Stretch • Balance • High • Low • Straight • Curved • Up • Down • Bend • Right • Left • Across • Throw • Catch	• Brain Gym • Scissors • Tongs • Strawberry hullers • Scooter boards • Clothespins • Broken crayons • Play dough • Theraputty • Wikki sticks • Pegboards • Geo boards • Finger paint • Gears • Beads • Lacing cards • Legos	• Obstacle Course • Computer Games • Simon says • Balance beam • Wheelbarrow walk • Activities involving rocking, swinging, rolling, and spinning jumping, being turned upside down. • Hippity Hop • Sit and spin • Using squeeze bottles, turkey basters, clothespins, tinker toys, pop beads, hole punches, eye droppers	• Observations • Anecdotal notes • Developmental skills checklist

Nutrition

Learning Standards
3.1 Identify key ingredients in food that support healthy body systems and recognize the amount of food needed changes as the body grows.
* Discuss nutritious meals and snacks and the difference between junk food and healthy food.
3.2 Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks.
3.6 Describe personal hygiene and safety measures used in preparing food.
* Practice personal hygiene and safety measures.
3.7 Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups.

Essential Questions	Vocabulary	Resources	Activities	Assessments
How do we keep our bodies healthy? -nutrition -hygiene -safety -choices	• Healthy • Unhealthy • Fruits • Vegetables • Dairy • Oils • Grains • Meat/protein • Eat • Drink • Breakfast • Lunch • Dinner • Snack • Nutrition • Nutritious • Food Guide Pyramid • Wash • Clean • Dirty • Soap • Water • Bath	**Children's cookbooks:** KinderCrunchies, Mouse Cookies **Books:** • Good Enough to Eat by Lizzy Rockwell • Bread, Bread, Bread by Ann Morris • The Little Red Hen by Philemon Sturgess • Just Enough Carrots by Stuart Murphy • Growing Vegetable Soup by Lois Elhert • Eating Well by Melanie Mitchell • You Are What You Eat by Sharon Gordon • Eating the Alphabet by Lois Elhert • The Edible Pyramid by Loreen Leedy • Meats and Proteins by Robin Nelson • Dairy by Robin Nelson • Vegetables by Robin Nelson • Fats, Oils, Sweets by Robin Nelson • Grains by Robin Nelson • Fruits by Robin Nelson	• Classroom cooking activities • Food tasting parties • Word wall or collages about healthy and unhealthy foods • Sorting activities (healthy and unhealthy, fruits/vegetables) • Dramatic play to include restaurant, grocery • Create recipe books • Exposure to multicultural foods • Consistent routine for hand washing • Talk about using cutting tools safely • Cover your coughs and sneezes	• Observations • Anecdotal notes • Developmental skills checklist

Reproduction and Sexuality

Learning Standards
4.2 Identify the physical changes as related to the reproductive system during puberty.
* Discuss gender and growth in age appropriate ways.
4.3 Define sexual orientation using the correct terminology.

Essential Questions	Vocabulary	Resources	Activities	Assessments
Who am I?	• Boy • Girl • Man • Woman • Babies • Mommy • Daddy • Male • Female	**Books:** • Me and My Amazing Body by Joan Sweeney • First Human Body Encyclopedia • The Human Body by Linda Girard • When I Was Little by Jamie Lee Curtis • Me the Big Sister by Sally –Lloyd Jones • Please Baby Please! By Spike Lee • Hello Baby! By Lizzy Rockwell • The New Baby by Fred Rogers • Babies by Susan Canizares	• Discussion on young animals and humans in age appropriate terms (babies, puppies, kittens, etc.) • Discussion on the differences between boys and girls, men and women as questions arise • Discussion on the consistency of gender throughout life. • Baby play in dramatic play center • Comparing baby pictures to today's pictures • Measuring bodies with blocks, string etc.	• Observations • Anecdotal notes • Developmental skills checklist

Mental Health

Learning Standards
5.1 Identify various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings.
* Recognize and describe or represent emotions such as happiness, surprise, anger, fear, and sadness.
5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being.
* Talk about ways to solve or prevent problems and discuss situations that illustrate that actions have consequences.
5.3 Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, and kindness, and describe their contribution to identity, self-concept, decision-making, and interpersonal relationships.
* Practice independence and self help skills. * Describe how actions can be helpful or hurtful to others.
5.5 Explain and practice a model for decision making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions.
*Begin to use simple strategies to resolve conflict.

Essential Questions	Vocabulary	Resources	Activities	Assessments
How do feelings affect our day? • +/- feelings • physical reactions • behavioral consequences • resolve conflict Who am I? • character traits • decision making	• Emotion/feeling words (happy/sad etc.) • Action words (help,solve, hurt) • Independent	• Second Step Kit-Violence Prevention Curriculum (including puppets, pictures, songs, posters) • Feelings Literature Kit • Daily living skills pictures strips	• Listen to stories about feelings and emotions • Describe feelings/emotions • Paint or draw emotions/feelings • Make feelings puppets • Role play ways to prevent problems • Listen to stories about ways to prevent problems • Music, songs, and finger plays • Social stories • Dressing boards (snap, button, zip) • Classroom jobs • Dressing/undressing at arrival and dismissal • Participation in making of classroom rules • Small group and individual discussions • Caring for one's own belongings • Serving self food (pouring water) • Take care of personal needs	• Observations • Anecdotal note • Developmental skills checklist

Family Life

Learning Standards				
6.1 Describe different types of families, addressing membership and social influences, and the functions of family members.				
* Discuss life events such as births, adoptions, death, divorce, and sickness, moving as questions arise.				
6.3 Identify whom to talk with about family problems and successes.				
6.4 Identify what parents do to provide a safe, healthy environment for their children.				
Essential Questions	**Vocabulary**	**Resources**	**Activities**	**Assessments**
Why are families important? • Structure -members -support -safe/healthy environment	• Family related vocabulary (mommy, daddy, brother, sister etc.) • Safe adults (parents, teacher, police officer, caregiver, school nurse)	• Me and My Family Literacy Kit • Parent participation in program • Books included in Family Literacy kit • Safe Side DVD	• Role playing in the dramatic play center • Drawings/family portraits • Collages of family pictures • Listen to stories/songs about all different kinds of families • Playing with dollhouse/people/accessories • Discussion and role play of how families keep you safe	• Observations • Anecdotal notes • Developmental skills checklist

Disease Prevention and Control

Learning Standards
8.1 Describe how the body fights germs and disease naturally and with medicines and immunization.
*Discuss why we go to the doctor, why shots are important.
8.2 Identify the common symptoms of illness and recognize that being responsible for individual health means alerting caretakers to symptoms of illness.
* Discuss common symptoms of illness and injury and identify who to tell when you don't feel well.
8.3 Apply skills to prevent and control the spread of disease, including those that help promote cleanliness.
* Discuss how to prevent injuries and illness.
8.4 Identify tooth functions and causes of tooth health and tooth decay, and apply proper dental health skills.
* Discuss tooth care and dental skills such as brushing, flossing, and healthy foods.

Essential Questions	Vocabulary	Resources	Activities	Assessments
How do we keep our bodies healthy? • Hygiene -germs -illness -oral • Injury and disease -recognition and identification -medical care -prevention	• Doctor • Doctor office • Doctor kit (stehoscope, thermometer etc.) • Poison • Healthy • Sick • Dentist • Toothbrush • Toothpaste • Floss • Health care providers (nurse, doctor, dentist)	• Health care providers visit classroom • Food pyramid guide	• Listen to stories about germs and disease,shots, check-ups, dentist visits, and tooth care • Create representations of germs and discuss how to fight them • Dramatize dressing appropriately for the weather • Discuss consequences and prevention strategies for health and safety (i.e. wear a coat or you'll be cold, go to bed late and you'll be tired) • Discuss reasons for safety rules (i.e. why we wear seat belts) • Discussion of healthy foods • Role playing with puppets and dolls • Making get well cards • Identify the symbol for poison	• Observations • Anecdotal notes • Developmental skills checklist

Safety and Injury Prevention

Learning Standards
9.1 List rules for fire safety, weapons safety, bus safety, and seatbelt use where applicable, such as home, school, community, and play, and explain why rules are important.
* Discuss fire drill procedures and car/bus safety.
9.3 Describe personal responsibility for reducing hazards and avoiding accidents.
* Develop and discuss classroom and playground rules.
9.4 Distinguish among safe, unsafe and inappropriate touch.
* Talk and listen to stories about safe, unsafe, and inappropriate touching.
9.5 Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety.
* Verbally defend self
9.6 Follow universal precautions for all first aid involving any blood and body fluids.
*Talk about what to do when someone gets hurt, do not touch body fluids, and wash hands after touching body fluids.
9.7 Apply appropriate first aid for cuts and bruises, including observing universal precautions.
* Introduction to school nurse.

Essential Questions	Vocabulary	Resources	Activities	Assessments
How do we stay safe? • rules -community -police -fire -school and classroom -personal -first aid responsibilities to self and others	• Fire drill • Car/seat belt/booster seat • Safe • Unsafe • Inappropriate • School nurse • Help • NO • STOP	• Visit from safety officials • Safety signs on playground • Police/Fire Safety Kits (coloring books, stickers) • Information in newsletters • School nurse **Books:** • Please Play Safe by	• Participation in making of classroom rules • Listen to stories about safety, when children are hurt and what can be done to prevent it • Walking trip to observe signs and safety rules • Set up cross walks in classroom to practice safety • Discuss accidents and how to prevent them • Role play/practice safety procedures (stop drop and roll, defending self) • Mural or collage of unsafe things (fire, medicine bottles etc.) • Discuss good touch/bad touch (body parts covered by swimsuit)	• Observations • Anecdotal notes • Developmental skills checklist

Tobacco, Alcohol, and Substance Abuse Use/Abuse Prevention

Learning Standards				
10.1 Identify and distinguish between substances that are safe and unsafe to be taken by mouth.				
* Discussion of edible/non-edible substances.				
10.4 Identify whom to seek help from for a possible poisoning or overdose.				
* Introduce 9-1-1.				
Essential Questions	**Vocabulary**	**Resources**	**Activities**	**Assessments**
How do we keep our bodies safe? • substance abuse • edible/non-edible • seeking help	• Edible (safe) • Non-edible (unsafe) • 9-1-1 • Emergency	.	• Discussion of edible/non-edible substances • Sorting activities (edible/non-edible) • Collages • Identify and label non-edible substances with Mr. Yuk stickers • Brainstorm and make lists of safe and unsafe substances	• Observations • Anecdotal notes • Developmental skills checklist

Ecological Health Community and Public Health

Learning Standards				
13.1 Describe types of natural resources and their connection with health.				
* Discuss clean water, food, and air pollution.				
14.2 Identify ways the physical environment is related to individual and community health.				
* Talk about ways we can keep our environment clean, introduce recycling/pollution.				
Essential Questions	**Vocabulary**	**Resources**	**Activities**	**Assessments**
How do we keep ourselves and our environment healthy? • resources -water -food -air • recycling and pollution	• Pollute • Pollution • Clean • Important • Water • Recycle • Reduce • Reuse • Litter • Trash	**Video:** • Trashy Town **Books:** • True Books: Air Pollution • Ranger Rick's Pollution problems and solutions • Clever Calvin Series: Where does Pollution come from? • River by Debbie Atwell • Oil Spill! By Melvin Berger • Recycle: A Handbook for Kids by Gail Gibbons • The Lorax by Dr. Seuss • The Berenstain Bears Don't Pollute Anymore	• Listen to stories about the importance of clean water and food. • Discuss why we need a clean, safe environment. • Walk around the school and examine things that do and do not belong there. • Small group field trips to pick up waste paper and other things and put them in their proper place (trash bin, recycle bin) • Discuss how we can help take care of our school and playground (clean up, recycling) • Listen to stories about recycling and pollution • Participate in classroom recycling	• Observations • Anecdotal notes • Developmental skills checklist

The F.X O'Reagan Early Childhood Development Center's
Curriculum Accommodations

General Classroom Accommodations

- Timers to signal the passage of time
- Graphic supports
- Verbal, nonverbal and physical cues
- T-Stools, supported seating, and textured mats
- Fidget toys
- Individual picture schedule

Visual Disabilities

- Children identify themselves before speaking
- Thick cord or a mat on the floor to identify personal space
- Tactile (Braille) letters, numbers, symbols and representation of all concepts
- Textured art materials and tactile games
- Direct lighting over areas designated for work, play and movement

Hearing Disabilities

- Pictures and symbols to illustrate words and concepts
- Pre and post teach new material (language activities, stories, songs, etc)
- Story boxes of familiar stories
- Classroom and or personal FM systems and microphones for daily activities

Language Disabilities

- Use special/adaptive equipment devices to increase level of communication and/or participation
- Sequence strips (first, then, last)
- Use a variety of visuals around the room (i.e. objects. pictures, labels)
- Social stories
- Topic Boards

Physical Disabilities

- Classroom arranged so all materials are easily accessible to students
- Classroom environment allows space for wheelchairs, walkers, and other adaptive equipment
- Use of adaptive equipment and furniture throughout the school building and on the playground
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Franklin Public Schools
Curriculum Document

HEALTH AND PHYSICAL EDUCATION
KINDERGARTEN

MOVEMENT EXPLORATION

Learning Standards
2.1 Apply movement concepts including direction, balance, level (high/low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance.
2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walk, running, skipping, hopping galloping, sliding, jumping, leaping), and non-locomotor skills such as twisting, balancing and extending), individually and in teams.
2.3 Perform rhythm routines including dancing to demonstrate fundamental movement skills, combine movements in a pattern that can be repeated to a series a beats, and varying tempos (fast, slow).
2.4 Identify physical and psychological changes that result from participation in a variety of physical activities.
2.5 Explain the benefits of physical fitness to good health and increased activity lifestyle.
2.7 Demonstrate responsible, personal and social conduct used in physical activity settings.

Essential Questions	Vocabulary	Resources	Activities	Activities	Assessments
How do you safely move your body? How must you use the space around you to play in activities safely? What does it mean to be a good sport?	Gymnasium Personal space Home base General space Activity Locomotor Skills Walk Jog Run Jump Hop Gallop Skip Side-step Take-0ff Landing Direction Pathways Levels Patterns	**Ready- to –Use P.E. Activities for Grades K-2;** Joanne M. Landy and Maxwell J. Landy; Parker Publishing Company **SPARK (Sports, Play, and Active recreation for Kids) Physical Education K-2;** Paul F. Rosengard, Thomas L. McKensie, and Kathryn Short; San Diego State University Foundation	Establish learning environment Explore personal and general space Identify boundaries Start and stop cues Introduce eight basic locomotor skills Introduce movement concepts Explore directions, pathways, levels, patterns, and tempo	Explore body parts and body shapes Explore non-locomotor actions Explore static balance Explore dynamic balance Explore chasing, fleeing, and tagging	**Teacher (T.) observes students:** Establish personal space. Moving safely in general space Starting and stopping on cue **Students demonstrate**: Locomotor skills (walk, jog/run, jump. hop, gallop, skip, side-step) Movement concepts (level, tempo, pathways, directions)

	Speed/Tempo Body Shape Bend Stretch Push Pull Lift Lower Twist Turn Bouncing Static balance Dynamic balance				Non-locomotor skills (bend/stretch, push/pull, twist/turn) Ten second static balance Dynamic balance by walking forward across a balance beam

MANIPULATIVE SKILLS

Learning Standards
2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance.
2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor skills such as twisting, balancing, and extending, individually and in teams.
2.4 Identify physical and psychological changes that result from participation in a variety of physical activities.
2.7 Demonstrate responsible, personal, and social conduct used in physical activity settings.

Essential Questions	Vocabulary	Resources	Activities	Activities	Assessments
How are you going to tell the beanbag where to go (target)? When throwing, how do you get more power? Why is it important to practice physical education skills?	Throwing Toss Catch Underhand toss Overhand throw Target Throwing arm Dominant hand Non-dominant hand Dribbling (foot) Kicking Striking Rolling Bouncing	**Ready –to-Use P.E. Activities for Grades K-2**; Joanne M. Landy and Maxwell J. Landy: Parker Publishing Company **SPARK (Sports, Play, and Active Recreation for Kids) Physical Education K-2**; Paul F. Rosengard, Thomas L. McKenzie, and Kathryn Short; San Diego State University Foundation	**Bean bag exploration and challenges** • Bean bag self-toss and catch • Bean bag target tossing • Bean bag throw for distance Walk and foot dribble a ball Striking with the foot (kicking) Balloon challenges striking different body parts, levels "Keep It Up"	**Rolling ball (two hands)** • Around body parts • Rolling and fielding with two hands • Target rolling challenges Two-handed bouncing and catching tasks	**Student demonstrates:** Balancing bean bag on various body parts Locomotor skills while balancing bean bag Self-toss and catch with a bean bag Throw for distance (overhand throw) with a bean bag Dribbling (foot) and kicking Tracking by striking a balloon Rolling with two hands Self-bounce and catch

RHYTHMS

Learning Standards
2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, w/bent knees) to extend versatility and improve physical performance.
2.2 Use a variety of manipulative (throwing, catching, striking) locomotor (walk, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor skills such as twisting, balancing, and extending, individually and in teams.
2.3 Perform rhythm routines including dancing to demonstrate fundamental movement skills, combine movements in a pattern that can be repeated to a series of beats and varying tempos (fast, slow).
2.7 Demonstrate responsible, personal, and social conduct used in physical activity settings.

Essential Questions	Vocabulary	Resources	Activities	Activities	Assessments
What does it feel like to "get the rhythm?"	Rhythm Beat Even Jump Rope Single bounce jump Double bounce jump Over grip Under grip Combination grip	**Ready-to-Use P.E. Activities for Grades K-2**; Joanne M. Landy and Maxwell J. Landy; Parker Publishing Company **SPARK (Sports, Play, and Active Recreation for Kids) Physical Education K-2**; Paul F. Rosengard, Thomas L. McKenzie and Kathryn Short; San Diego State University foundation **All-Time Favorite Dances** (Kimbo Educational) **We All Live Together, Vol. 2** (Creative Teaching Press)	**Introduction to fundamental rhythms** • even rhythms (walking, running, jumping, hopping) • rhythms and body parts • rhythms and body shapes "Head, Shoulders, Knees, and Toes" "The Bunny Hop" "The Muffin Man"	Circle jumping Rope shapes Rope turning Jumping progression **Parachute activities** • Introduction (grips) • Inflation fun • Games Short Rope Jumping Orientation, rope selection, safety Flat rope exploration	**Student demonstrates:** Various locomotor skills during rhythms Body control A sense of timing Jumping over a stationary rope Turning an individual rope 3 parachute grips (over, under, combination)

FITNESS

Learning Standards
2.4 Identify physical and psychological changes that result from participation in a variety of physical activities.
2.5 Explain the benefits of physical fitness to good health and increased activity lifestyle.
2.6 identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, recreation), refraining from using tobacco, alcohol, and other substances.

Essential Questions	Vocabulary	Resources	Activities	Activities	Assessments
How fit is healthy for a child your age? What are you doing outside of physical education class to stay healthy?	Warm up Cool down Aerobic exercise Breathing rate Conditioning Endurance Exercise Fitness level Flexibility Heart rate Increased heart rate Joints Muscle Muscle specificity Overload Self-assessment Stretching FITT Principle Frequency Intensity Time Type	**Ready- to –Use P.E. Activities for Grades K-12;** Joanne M. Landy and Maxwell J. Landy; Parker Publishing Company **SPARK (Sports, Play, and Active recreation for Kids) Physical Education K-2;** Paul F. Rosengard, Thomas L. McKenzie, and Kathryn Short; San Diego State University Foundation	**Warm ups:** • Walk/jog while moving arms slowly • Slow paced aerobics • Starting game/activity at a low intensity • Stretching (after muscles are warm) Exercise stations	**Strength and Conditioning:** • In grades K-2 the development of muscular strength should be attempted through play and movement activities. • Disguising the fitness element should be a key objective. • Individual and partner exercises and stunts	**Challenges:** "How long does it take you to do 15 curl-ups?" "How many push-ups can you do in 20 seconds?" "How many laps can you jog in three minutes?"

Franklin Public Schools
Curriculum Document

HEALTH AND PHYSICAL EDUCATION
GRADE ONE

MOVEMENT EXPLORATION

Learning Standards
2.1 Apply movement concepts including direction, balance, level (high/low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance.
2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walk, running, skipping, hopping galloping, sliding, jumping, leaping), and non-locomotor skills such as twisting, balancing and extending), individually and in teams.
2.3 Perform rhythm routines including dancing to demonstrate fundamental movement skills, combine movements in a pattern that can be repeated to a series of beats and varying tempos (fast, slow).
2.4 Identify physical and psychological changes that result from participation in a variety of physical activities.
2.5 Explain the benefits of physical fitness to good health and increased activity lifestyle.
2.7 Demonstrate responsible, personal, and social conduct used in physical activity settings.

Essential Questions	Vocabulary	Resources	Activities	Activities	Assessments
Why is physical education part of your school day? How does your personal space keep you safe during physical activities? What key parts of daily movements make them smooth and effective?	Review K vocabulary Chasing Creativity Cross-lateral Fleeing Leap Marching Mirroring Range Rocking Rolling Tagging	**Ready- to –Use P.E. Activities for Grades K-2;** Joanne M. Landy and Maxwell J. Landy; Parker Publishing Company **SPARK (Sports, Play, and Active recreation for Kids) Physical Education K-2;** Paul F. Rosengard, Thomas L. McKensie, and Kathryn Short; San Diego State University Foundation	Review kindergarten activities Locomotor challenges Combine movement concepts Explore ranges Explore movement sequences Explore relationships of body parts Explore cross-lateral combinations	Explore static and dynamic balances Explore rocking and rolling actions Creative Movements	**Teacher (T.) observes students:** Establish personal space Travel safely in general space **Students demonstrate:** Eight basic locomotor skills Movement concept sequence **Pen and paper:** student draws examples of pathways

MANIPULATIVE SKILLS

Learning Standards
2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag,), range (expansive, narrow), and force absorption (rigid, with bent knees), to extend versatility and improve physical performance.
2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walk, running, skipping, galloping, sliding, jumping, leaping), and non-locomotor skills such as twisting, balancing, and extending, individually and in teams.
2.3 Perform rhythm routines including dancing to demonstrate fundamental movement skills, combine movements in a pattern that can be repeated to a series of beats and varying tempos (fast, low).
2.4 Identify physical and psychological changes that result from participation in a variety of physical activities.
2.7 Demonstrate responsible, personal and social conduct used in physical activity settings.

Essential Questions	Vocabulary	Resources	Activities	Activities	Assessments
How can you stand when preparing to use objects successfully? How do you use your major body parts correctly when using objects in physical activity? What is the easiest way to catch a ball?	Review kindergarten terms Ability Dribble (foot) Trapping Arm Preparation Bump pass Game Game rule Outdoor activity Player Score Turn taking Losing Winning Juggling	**Ready-to-Use P.E. Activities for Grades K-2**; Joanne M. Landy and Maxwell J. Landy; Parker Publishing Company **SPARK (Sports, Play, and Active Recreation for Kids) Physical Education K-2**; Paul F. Rosengard, **Thomas** L. McKenzie and Kathryn Short; San Diego State University Foundation	**Bean bag and yarn ball activities** • Partner tossing and catching • Bean bag/yarn ball stunts and tossing games • Bean bag/yarn ball group toss and catch • Bean Bag Carnival **Jog and foot dribble challenges** • Maze of cones • "Dribbling Dinos" **Kicking (inside, "shoelaces")** • Pass (foot) and trap • Partner challenges • Kick for distance • Balloon Challenges • "Partner Keep It Up" • Group "Keep It Up"	two hands, body parts) Four Square Game Paddle and balloon challenges Striking off a Tee Scarf play - Tossing and catching one scarf **One/two hand rolling and fielding** • Rolling games **One –handed bounce exploration** • Partner bounce and catch • Partner two-hand underhand toss and catch Partner two-hand	**Student demonstrates:** Underhand tossing and catching with a partner Overhand throwing and catching with a partner Dribble (foot) under control while jogging Kicking a ball while on the move Trapping a ball with the bottom of the foot Passing (foot) a stationary ball to a partner Striking a foam ball with two hands Striking a balloon with a paddle

			Striking a foam ball (with	overhead throw and catch Partner one hand underhand toss and catch, overhand throw/catch	Hitting a ball off a tee

RHYTHMS UNIT

Learning Standards
2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance.
2.2 Use a variety of manipulative (throwing, catching, striking) locomotor (walk, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor skills such as twisting, balancing, and extending, individually and in teams.
2.3 Perform rhythm routines including dancing to demonstrate fundamental movement skills, combine movements in a pattern that can be repeated to a series of beats and varying tempos (fast, slow).
2.4 Identify physical and psychological changes that result from participation in a variety of physical activities.
2.5 Explain the benefits of physical fitness to good health and increased activity lifestyle.
2.7 Demonstrate responsible, personal and social conduct used in physical activity settings.

Essential Questions	Vocabulary	Resources	Activities	Activities	Assessments
Why is rhythm and dance part of physical education? Why is jumping rope a rhythm activity?	Review kindergarten vocabulary Short rope Long rope Parachute	**Ready to Use P.E. Activities for Grades K-2**; Joanne M. Landy and Maxwell J. Landy: Parker Publishing Company **SPARK (Sports, Play, and Active Recreation for Kids) Physical Education K-2;** Paul F. Rosengard, Thomas L. McKenzie and Kathryn Short; San Diego State University foundation. **We All Live**	Review kindergarten activities Uneven rhythms-skipping, galloping, side-stepping Dancing Scarves Dancing Ribbons (ribbon sticks) "Boogie Walk" "The Bouncer" "Kid Star" Short rope safety, rope selection Short rope turning Jumping progression	Single-bounce forward and backward Double-bounce forward and backward Jumping jingles and chants Introduction to long rope jumping **Parachute Activities** • Ready position • Routines to music • Stretching exercises • Strength development exercises • Non-locomotor and locomotor activities • "Dome" • "Tent" • "Bubble"	**Student demonstrates:** Various locomotor skills during rhythms A sequence of movements Directionality Rope turning—both handles in one hand to side Rope-turning—one handle, each hand—overhead Single bounce jump

		Together, Vol. 2 (Creative teaching Press) **Perceptual-Motor Rhythm Games** (Educational Activities) **J.U.M.P.** (Cat Paws in Motion)		• "Popcorn"	Double bounce jump Utilizes non-locomotor skills with chute Utilizes locomotor skills with chute

FITNESS

Learning Standards
2.4 Identify physical and psychological changes that result from participation in a variety of physical activities.
2.5 Explain the benefits of physical fitness to good health and increased activity lifestyle.
2.6 identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, recreation), refraining from using tobacco, alcohol, and other substances.

Essential Questions	Vocabulary	Resources	Activities	Activities	Assessments
How fit is healthy for a child your age? What are you doing outside of physical education class to stay healthy?	Warm up Cool down Aerobic exercise Breathing rate Conditioning Endurance Exercise Fitness level Flexibility Heart rate Increased heart rate Joints Muscle Muscle specificity Overload Self-assessment Stretching FITT Principle Frequency Intensity Time Type	**Ready- to –Use P.E. Activities for Grades K-12;** Joanne M. Landy and Maxwell J. Landy; Parker Publishing Company **SPARK (Sports, Play, and Active recreation for Kids) Physical Education K-2;** Paul F. Rosengard, Thomas L. McKenzie, and Kathryn Short; San Diego State University Foundation	**Warm ups:** • Walk/jog while moving arms slowly • Slow paced aerobics • Starting game/activity at a low intensity • Stretching (after muscles are warm) Exercise stations	**Strength and Conditioning:** • In grades K-2 the development of muscular strength should be attempted through play and movement activities. • Disguising the fitness element should be a key objective. • Individual and partner exercises and stunts	Challenges: "How long does it take you to do 15 curl-ups?" "How many push-ups can you do in 20 seconds?" "How many laps can you jog in three minutes?"

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HEALTH AND PHYSICAL EDUCATION
GRADE TWO

MOVEMENT EXPLORATION

Learning Standards
2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, cure, zigzag,), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance.
2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walk, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor skills such as twisting, balancing, and extending, individually and in teams.
2.3 Perform rhythm routines including dancing to demonstrate fundamental movement skills, combine movements in a pattern that can be repeated to a series of beats and varying tempos (fast, slow).
2.4 Identify physical and psychological changes that result from participation in a variety of physical activities.
2.7 Demonstrate responsible, personal and social conduct used in physical activity settings.

Essential Questions	Vocabulary	Resources	Activities	Activities	Assessments
What does an efficient mover look like?	Review grade one vocabulary Body control Movement control Movement pattern Effort	**Ready-to-Use P.E. Activities for Grades K-2**; Joanne M. Landy and Maxwell J. Landy; Parker Publishing Co **SPARK: Sports, Play and Active recreation for Kids, Physical Education K-2**; Paul F. Rosengard, Thomas L. McKensie, Kathryn Short; San Diego University	Review grade one activities Locomotor review and challenges Explore effort Explore movement concepts and sequences Creative words and movement	Management techniques (“Mingle, Mingle”, “Four Corners”)	**Student demonstrates:** Eight basic locomotor skills Choreograph a movement concept sequence (4 tasks) Express self creativity Confidence while moving

Learning Standards
2.1 Apply movement concepts including direction, balance, level (high, low), pathway, (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, w/bent knees) to extend versatility and improve physical performance.
2.2 Use a variety of manipulative (throwing, catching, striking) locomotor (walk, running, skipping, hopping, galloping, sliding, jumping, leaping) and non-locomotor skills such as twisting, balancing, and extending, individually and in teams.
2.3 Perform rhythm routines including dancing to demonstrate fundamental movement skills, combine movements in a pattern that can be repeated to a series of beats and varying tempos (fast, slow).
2.4 Identify physical and psychological changes that result from participation in a variety of physical activities.
2.7 Demonstrate responsible, personal and social conduct used in physical activity settings.

Essential Questions	Vocabulary	Resources	Activities	Activities	Assessments
What parts of movement are most important when controlling an object? How do you use the space around you when using objects in games and activities? What kinds of games can you play when you know how to throw and catch well?	Review grade one vocabulary Accuracy Basketball Dribbling (hand) Follow-through Lead pass Juggling Practice Soccer Dribbling (foot) Instep kick Trapping Drop kick Punt Tackling (soccer) Volleyball	**Ready-to-Use P.E. Activities for Grades K-2**; Joanne M. Landy and Maxwell J. Landy; Parker Publishing company **SPARK (Spots, Play, and Active Recreation for Kids) Physical Education K-2;** Paul F. Rosengard, Thomas L. McKenzie, and Kathryn Short; San Diego State University Foundation.	Review grade one skills **Ball challenges** • Bounce and catch combinations • Bounce and catch while moving • 1-hand dribbling in place and while moving • "Dash and Dribble" • Partner roll and catch • Target rolling (bowling pins, etc.) • Rolling two balls simultaneously with a partner • Throwing for Group challenges • "Group Juggling" using a variety of throws, passes, and rolls **Passing (foot) on the**	**Ball challenges (cont)** • Group step back • "Call Ball" • accuracy (underhand and overhand) • Partner combination passing (rolls and throws) • Bounce pass • Partner challenges using two balls simultaneously • Throwing and catching • Throwing for distance • Throwing and catching while on the move Scarf tossing with 2 scarves **Scoop and ball**	**Student demonstrates:** 1-hand dribbling technique while moving Throwing accuracy Throwing for distance Foot dribbling around cones Foot passing and trapping with partner while on the move Kicking accuracy Striking a foam ball with one hand and two hands Self toss/catch with

	Set pass (Overhead pass) Bump pass (Forearm pass) Lacrosse Baseball/Softball Team Sport Fielding Grounder Fly ball Bat/batting Hockey Grip Stick-handling Goal Goaltending		**move** • Kicking for accuracy • Kick for distance • Drop kicks and punts • Introduce tackling (soccer) • Group challenges (foot passing and trapping) **Volleyball** • Striking a foam ball • Hitting with one hand (volleyball serve) • Hitting with two hands (volleyball set) • Hitting with different body parts (volleyball bump)	**activities** • Individual challenges • Partner challenges • Group challenges • Throwing, catching, and pitching • Fielding a grounder and fly ball Batting a pitched ball **Stick Play (hockey)** • Grip and carry • Stick-handling • Passing and receiving a ball/puck • Goaltending	scoop/ball Partner toss/catch with scoop Fielding a grounder Batting basic stance and hand position Hockey stick grip and carry

RHYTHMS

Learning Standards
2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance.
2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walk, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor skills such as twisting, balancing, and extending), individually and in teams.
2.3 Perform rhythm routines including dancing to demonstrate fundamental movement skills, combine movements in a pattern that can be repeated to a series of beats and varying tempos (fast, slow).
2.4 Identify physical and psychological changes hat result from participation in a variety of physical activities.
2.7 Demonstrate responsible personal and social conduct used in physical activity settings.

Essential Questions	Vocabulary	Resources	Activities	Activities	Assessments
Why is jumping rope such great exercise? How can teamwork help you jump long rope?	Double side swing Single side swing Figure-eight side swing Straddle Front door entry/exit Back door entry/exit	**Ready-to-Use P.E. Activities for Grades K-2**; Joanne M. Landy and Maxwell J. Landy; Parker Publishing Company. **S.P.A.R.K. (Sports, Play and Active Recreation for Kids) Physical Education K-2**; Paul F. Rosengard, Thomas L. McKenzie and Kathryn Short; San Diego State University Foundation.	**Short rope jumping:** • Rope turning • Jumping progression • Side swings with jumps • Single bounce forward and backward • Double bounce forward and backward • Tricks (skier, hop, bell, hot peppers, etc.) • Chants	**Long rope jumping:** • Rope turning • Front door patterns • Introduce back door • Chants	**Student demonstrates:** Successful consecutive jumps (10 or more) Double bounce jump backward Single bounce jump backward Long rope jumping

FITNESS

Learning Standards
2.4 Identify physical and psychological changes that result from participation in a variety of physical activities.
2.5 Explain the benefits of physical fitness to good health and increased activity lifestyle.
2.6 identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, recreation), refraining from using tobacco, alcohol, and other substances.

Essential Questions	Vocabulary	Resources	Activities	Activities	Assessments
How fit is healthy for a child your age? What are you doing outside of physical education class to stay healthy?	Warm up Cool down Aerobic exercise Breathing rate Conditioning Endurance Exercise Fitness level Flexibility Heart rate Increased heart rate Joints Muscle Muscle specificity Overload Self-assessment Stretching FITT Principle Frequency Intensity Time Type	**Ready- to –Use P.E. Activities for Grades K-12;** Joanne M. Landy and Maxwell J. Landy; Parker Publishing Company **SPARK (Sports, Play, and Active recreation for Kids) Physical Education K-2;** Paul F. Rosengard, Thomas L. McKenzie, and Kathryn Short; San Diego State University Foundation	**Warm ups:** • Walk/jog while moving arms slowly • Slow paced aerobics • Starting game/activity at a low intensity • Stretching (after muscles are warm) Exercise stations	**Strength and Conditioning:** • In grades K-2 the development of muscular strength should be attempted through play and movement activities. • Disguising the fitness element should be a key objective. • Individual and partner exercises and stunts	Challenges: "How long does it take you to do 15 curl-ups?" "How many push-ups can you do in 20 seconds?" "How many laps can you jog in three minutes?"

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HEALTH AND PHYSICAL EDUCATION
GRADE THREE

MANIPULATIVE AND BALL SKILLS

Learning Standards
2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, w/bent knees) to extend versatility and improve physical performance.
2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walk, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor skills such as twisting, balancing, and extending, individually and in teams.
2.4 Identify physical and psychological changes that result from participation in a variety of physical activities.
2.5 Explain the benefits of physical fitness to good health and increased activity lifestyle.
2.7 Demonstrate responsible, personal and social conduct used in physical activity settings.

Essential Questions	Vocabulary	Resources	Activities	Activities	Assessments
What does it mean to be part of a team? What does it take to make a team work together? Why is it important to learn game skills? Why is "control" important in playing any sport? What safety concerns do you need to think about when playing a game or sport?	Sport etiquette Sportsmanship Sport-specific skill Basketball Ready position "Triple Threat Position" Pivoting Dribbling "Pocket" dribble Traveling Double dribble Target Underhand pass Overhand throw Overhead pass Chest pass Bounce pass Baseball pass Defense/defender Defensive strategy Offense Offensive strategy	**SPARK (Sports, Play, and Active Recreation for Kids) Physical Education 3-5**; Paul F. Rosengard, Thomas L. McKenzie and Kathryn Short; San Diego State University Foundation **Ready-to-Use P.E. Activities for Grades 3-4**; Joanne M. Landy and Maxwell J. Landy; Parker Publishing Company	**Basketball** • Ready position • Ball handling skills and drills • Pivoting (intro) • Dribbling (on command, dribble keep away, line dribble, dribble on the run, dribble tag) • Passing (chest pass, bounce pass, overhead pass) • Passing challenges • Wall passing • Partner passing and receiving • Group passing **Hockey** • Grip/Stance • Stick exploration	**Field Games** (use a variety of ball sizes) • Underhand pass • Overhand throw Overhead pass • Chest pass • Bounce pass • Baseball pass • Team passing • Team challenges • Keep Away (2 on 1) • Team passing w/defenders • Team passing and 3-step run • 3 Catch Game **Softball** • Partner throw and catch	**Student will demonstrate the ability to:** Pivot Dribble a basketball while on the move Perform the underhand toss, overhand throw, chest pass, bounce pass, and baseball pass Hockey stick grip and ready stance Carry the puck Dribble the puck Stick-handle the puck Perform foot dribbling technique Throw-in to partner

	Sideline Shaft Blade Grip Stance Carry the puck Dribble the puck Stick-handle Front side Backside Dribble (foot) Passing Trapping Sole of foot Instep Throw-In Fielding Ground ball Fly ball Strike zone Grip Stance Ready position Forearm Pass Bump Overhead pass Set		• Stick-handling skills (carry, dribble, stick handle) • Stationary dribble • Trapping • Walk/jog and dribble • Dodge and go • Dribble Keep Away • Get Your Ball **Soccer** • Foot dribbling technique • On command "Bubbles," "Pirates," Dribble Keep Away) • Trapping the ball (sole of foot, inside of foot, outside of foot, instep, leg, and body) • Passing (inside, outside, instep) • Partner passing and trapping challenges • Triangle Pass and Trap • Throw-In w/partners	• Fielding fly balls • Fielding ground balls • Underhand pitch and back-catching • Five Person Throw and run softball • Fielding games • Base running games • Batting a pitched ball (grip, stance, swing) **Volleyball** • Ready Position • Bump (forearm pass) • Bump to self • Bump to partner • Bump to wall • Challenges • B.U.M.P. Game • Keep It Up (beach ball) • Set (overhead pass) • Self-set • Set to partner • Set to wall • Challenges • S.E.T. Game • Keep It Up (beach ball)	Fielding a fly ball Fielding a ground ball Bat grip, stance, and swing Perform bump (forearm pass) to self Perform set (overhead pass) to self

EDUCATIONAL and PLAY GYMNASTICS

Learning Standards
2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, w/bent knees) to extend versatility and improve physical performance.
2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walk, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor skills such as twisting, balancing, and extending, individually and in teams.
2.3 Perform rhythm routines including dancing to demonstrate fundamental movement skills, combine movements in a pattern that can be repeated to a series of beats and varying tempos (fast, slow).
2.4 Identify physical and psychological changes that result from participation in a variety of physical activities.
2.5 Explain the benefits of physical fitness to good health and increase activity lifestyle.
2.7 Demonstrate responsible, personal and social conduct used in physical activity settings.

Essential Questions	Vocabulary	Resources	Activities	Activities	Assessments
How does gymnastics strengthen your muscles? Why is good balance important to all movements? How do animals climb?	Gymnastics Spotter Balance Counter balance Inverted balance Center of gravity Base of support Levers Transitional movement Weight transfer	**Ready-to-Use P.E. Activities for Grades 3-4**; Joanne M. Landy and Maxwell J. Landy; Parker Publishing Company **SPARK (Sports, Play, and Active Recreation for Kids) Physical Education 3-5**; Paul F. Rosengard, Thomas L. McKensie, and Kathryn Short; San Diego State University Foundation	Review safety rules and spotting techniques **Supporting and Balancing** • Balance stunts and challenges • Partner balances • Individual stunts • Jumping stunts	**Climbing, Hanging, Swinging** • Explore climbing ropes • Climbing and hanging tasks • Rope swinging challenges	**Students demonstrate**: 3 individual balances (student choice) 3 individual stunts (student choice) 3 jumping stunts (student choice)

Learning Standards
2.4 Identify physical and psychological changes that result from participation in a variety of physical activities.
2.5 Explain the benefits of physical fitness to good health and increased activity lifestyle.
2.6 Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation), refraining from using tobacco, alcohol, and other substances.

Essential Questions	Vocabulary	Resources	Activities	Activities	Assessments
Why is it important to stretch before and after physical activity? How fit is healthy for someone your age? What does your diet have to do with being physically active?	Personal challenge Physical fitness level Physical fitness test Warm up Cool down Aerobic Flexibility Sit and reach position Upper body muscles Lower body muscles Muscular strength Muscular endurance Endurance Strength Specificity Overload Lifestyle FIT Principle Frequency Intensity Time Cardiovascular endurance Abdominal strength Curl-up Pull-up Agility Pacing Goal setting Pulse rate	**SPARK (Sports, Play, and Active Recreation for Kids) Physical Education 3-5**; Paul F. Rosengard, Thomas L. McKenzie and Kathryn Short; San Diego State University Foundation **The President's Challenge: Physical Activity & Fitness Awards Program.** President's Council on Physical Fitness and Sports; U.S. Dept. of Health and Human Services	**Warm Up/Cool Down Routine (The SPARK "Simple Six"):** • Neck circles • Arm/shoulder circles • Side bends • Trunk twist • Hamstring stretch • Side/forward lunge **Strength and Conditioning Exercises:** • Abdominal exercises (curl ups, sit-back, abdominal cycles, crunches, leg raises) • Pulling exercises (flexed arm hang, pull ups, horizontal ladder, partner pull) • Pushing exercises (push-ups, knee push-ups, flat tires, wall push-ups)	**SPARK Personal Best Day Activities**: • Warm-Up exercises • One-minute curl up test • Thirty-second Push-Up test • 9-minute Jog/Walk • Cool-Down exercises **Aerobic Games** • Tag Games • Heart Alert 911 • Hearty Hoopla • Super Circulation Fun and Fitness Circuits Obstacle Course Astronaut Drills (locomotor activities, calisthenics, stunts and challenges)	**SPARK Personal Best Day Activities**: Warm-Up exercises One-minute curl up test Thirty-second Push-Up test 9-minute Jog/Walk Cool-Down exercises **President's Fitness Challenge** One-minute curl ups Endurance Walk/Run (1 mile) Shuttle run Pull-ups/Flexed Arm Hang Sit and Reach

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HEALTH AND PHYSICAL EDUCATION
GRADE FOUR

MANIPULATIVE AND BALL SKILLS

Learning Standards
2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force adsorption (rigid, w/bent knees) to extend versatility and improve physical performance.
2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walk, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor skills such as twisting, balancing, and extending, individually and in teams.
2.4 Identify physical and psychological changes that result from participation in a variety of physical activities.
2.5 Explain the benefits of physical fitness o good health and increased activity lifestyle.
2.7 Demonstrate responsible, personal, and social conduct used in physical activity settings.

Essential Questions	Vocabulary	Resources	Activities	Activities	Assessments
How do you perform daily movements in ways that maximize safety? Why is sportsmanship important in sports? What makes one sport different from another? Why is it important to practice good technique?	Ready position Pivoting Dribbling Chest pass Bounce pass Overhead pass Offense Defense Traveling Double dribble Baseball pass Forward pass Defender Frisbee Backhand Grip Carrying the puck Dribbling the puck Stick-handling Face-off Trapping Passing Receiving Trapping	**Ready-to-Use P.E. Activities for Grades 3-4**; Joanne M. Landy and Maxwell J. Landy; Parker Publishing Company **SPARK (Sports, Play, and Activities Recreation for Kids) Physical Education 3-5**; Paul F. Rosengard, Thomas L. McKensie, and Kathryn Short; San Diego State University	**Basketball** • Review ready position, pivoting, and dribbling • Passing and receiving skills Chest pass Bounce pass Overhead pass Baseball • Wall practice and shuffle Partner practice Passing challenges Partner and group passing games • Offense/Defense • Shooting (one hand and two hand shot) Shadow shooting Wall shooting Hoop shooting Pass and shoot	**Hockey** • Review grip, carry the puck. dribble the puck, and stick-handling the puck • Stick-handling games • Face-off • Trapping • Passing and receiving • Partner pass and receive • Challenges • Passing on the move • Give and go • Triangle pass and trap • Dodge and pass • Three pass game	**Student will demonstrate:** Chest pass Bounce pass Overhead pass Baseball pass Football grip and Forward pass Frisbee grip Backhand throw Two-hand or one-hand catch Passing and receiving techniques Soccer passing and trapping technique Throw-in Throw for distance Batting technique

	Throw-in Tackling Fly balls Grounders Force out Homerun Grand slam Bump pass Set pass Court positions		**Field Games** (using footballs) • Team passing • Team passing challenges • Team passing w/defenders • Team passing and 3-step run with challenges • Three catch game • Speedball **Frisbee** • Intro to Frisbee throwing and catching techniques • Grip • Backhand throw (w/partner) • Underhand throw • Two-hand catch • One-hand catch • High catch • Low catch • Distance throw • Accuracy throw **Volleyball** • Review forearm pass (bump) and overhead pass (set) • Court positions	**Soccer** • Review dribbling, trapping • Pass and trap • Partner pass and trap • Challenges • Give and go • Triangle pass and trap • Target kicking challenges • Tackling • Throw-in **Softball** • Review throwing, catching, fielding fly balls, fielding grounders • Underhand pitch and catch • Hitting technique and practice • Five person hit and run softball Throw for distance **Volleyball (con't.)** • Underhand serve Shadow Serve to wall Service step back • Modified volleyball games	Underhand serve

EDUCATIONAL and PLAY GYMNASTICS

Learning Standards
2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, w/bent knees) to extend versatility, and improve physical performance.
2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walk, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor skills such as twisting, balancing and extending, individually and in teams.
2.3 Perform rhythm routines including dancing to demonstrate fundamental movement skills, combine movements in a pattern that can be repeated to a series of beats and varying tempos (fast, slow).
2.4 Identify physical and psychological changes that result from participation in a variety of physical activities.
2.5 Explain the benefits of physical fitness to good health and increased activity lifestyle.
2.7 Demonstrate responsible, personal and social conduct used in physical activity settings.

Essential Questions	Vocabulary	Resources	Activities	Activities	Assessments
How is balance important in every day movements? What can we do to make everyone feel comfortable on the climbing ropes?	Spotter Counterbalance Inverted balance Center of gravity Base of support Levers	**Ready-to-Use P.E. Activities for Grades 3-4**; Joanne M. Landy and Maxwell J. Landy; Parker Publishing Company **SPARK (Sports, Play, and Activities Recreation for Kids) Physical Education 3-5**; Paul F. Rosengard, Thomas L. McKensie, and Kathryn Short; San Diego State University Foundation	Review safety rules and spotting techniques **Supporting and Balancing** • Inverted balances • Novelty partner balances • Partner counterbalances	**Climbing, Hanging, Swinging** • Climbing ropes • Climbing and hanging tasks • Rope swinging challenges • 2 rope challenges	**Student demonstrates:** Inverted balance (student choice) 3 partner balances or counterbalances (student choice)

Learning Standards
2.4 Identify physical and psychological changes that result from participation in a variety of physical activities.
2.5 Explain the benefits of physical fitness to good health and increased activity lifestyle.
2.5 Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation), refraining from using tobacco, alcohol, and other substances.

Essential Questions	Vocabulary	Resources	Activities	Activities	Assessments
How fit is healthy for someone your age? What fundamental concepts do you have to know to manage your own healthy physical activity? What levels of behaviors and attitudes facilitate successful, satisfying participation in physical activity?	Warm up Cool down Flexibility Upper body muscles Lower body muscles Endurance Strength Specificity Overload FIT Principle Frequency Intensity Time Cardiovascular endurance Abdominal strength Agility Pacing Goal setting Biceps Triceps Quadriceps Hamstrings Pectorals	**SPARK (Sports, Play, and Active Recreation for Kids) Physical Education 3-5**; Paul F. Rosengard, Thomas L. McKenzie and Kathryn Short; San Diego State University Foundation **The President's Challenge: Physical Activity & Fitness Awards Program.** President's Council on Physical Fitness and Sports; U.S. Dept. of Health and Human Services	**Warm Up/Cool Down Routine (The SPARK "Simple Six"):** • Neck circles • Arm/shoulder circles • Side bends • Trunk twist • Hamstring stretch • Side/forward lunge **Strength and Conditioning Exercises:** • Abdominal exercises (curl ups, sit-back, abdominal cycles, crunches, leg raises) • Pulling exercises (flexed arm hang, pull ups, horizontal ladder, partner pull) • Pushing exercises (push-ups, knee push- • ups, flat tires, wall push-ups)	**SPARK Personal Best Day Activities:** • Warm-Up exercises • One-minute curl up test • Thirty-second Push-Up test • 9-minute Jog/Walk • Cool-Down exercises • Measuring the Heart Rate • Aerobic Games Tag Games Heart Alert 911 Hearty Hoopla Super Circulation Fun and Fitness Circuits Obstacle Course Astronaut Drills (locomotor activities, calisthenics, stunts and challenges) "Run Your State" Recreational Power Walking and Jogging	**President's Fitness Challenge**: One-minute curl ups Endurance Walk/Run (1 mile) Shuttle run Pull-ups/Flexed Arm Hang Sit and Reach **Paper and Pencil:** How many muscles do you have in your body? (600) What is the strongest muscle? (heart) Name ten major muscle groups. Monitoring heart rate Calculate maximum heart rate and target heart rate

	Gastrocnemius Rectus abdominus Gluteus maximus Deltoids Resting heart rate Target heart rate Pulse Carotid artery Aerobic Anaerobic				

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HEALTH AND PHYSICAL EDUCATION
GRADE FIVE

MANIPULATION AND BALL SKILLS

Learning Standards
2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, w/bent knees), to extend versatility and improve physical performance.
2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walk, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor skills such as twisting, balancing, and extending, individually and in teams.
2.4 Identify physical and psychological changes that result from participation in a variety of physical activities.
2.5 Explain the benefits of physical fitness to good health and increased activity lifestyle.
2.7 Demonstrate responsible, personal and social conduct used in physical activity settings.

Essential Questions	Vocabulary	Resources	Activities	Activities	Assessments
What are the most important rules in any team sport? What makes a game fair? What behaviors and attitudes are essential if you are to take control of your own physical activities?	Review 4th grade vocabulary Lead passing Lay-up Punt Grip Drop Follow-Through "Air Ball" "Ground Ball" Frisbee Backhand Accuracy Wrist Shot Slap Shot Forehand shooting Backhand shooting Goaltending Goalie Offense Defense Goalkeeping	**Ready-to-Use P.E. Activities for Grades 5-6**; Joanne M. Landy and Maxwell J. Landy; Parker Publishing Company **SPARK (Sports, Play, and Activities Recreation for Kids) Physical Education 3-5**; Paul F. Rosengard, Thomas L. McKensie, and Kathryn Short; San Diego State University Foundation	**Basketball** • Review passing and receiving skills • Partner and group passing • Passing off the dribble • Lead passing • Shooting Two-handed shot One-handed shot Lay-ups • Shooting practice Shadow shooting Wall shooting Hoop shooting • Pass and shoot • 3-Person Pass and shoot • Give and Go • Around the Court • Speed Shooter	**Field Games** (using footballs) • Team Passing w/Defenders • Team Passing and 3-step Run • Speedball • "Hocker" • Punting • Goal Line Football • Kick-Off Return **Frisbee** • Review grip, throwing, and catching techniques • Frisbee tricks Parallels 360 degrees Curve Skip (bounce) pass Throw for distance • Target throw	**Student will demonstrate the ability to:** Shoot the ball (student choice between two-handed or one-handed shot) Lay-up Punt (grip, drop, follow-through) using a football. Best trick Goalie ready position Shot blocking technique Wrist shot Slap shot Shooting on goal Goalkeeping Underhand pitching

	Punting Accuracy Underhand Pitch Back Catching Field Positions Overhand serve		**Hockey** • Review stick-handling skills • Review passing and trapping • Shooting the puck • Wrist shot technique (forehand, backhand) • Slap Shot technique • Goaltending • Goalie ready position • Shot blocking technique • Target Hockey • End Line Hockey • Sideline Hockey **Soccer** • Review passing and • trapping techniques • Review tackling • Review throw-in • Kick and shoot on goal • Goalkeeping • Stopping a ground ball • Stopping chest height ball • Punting • Small Sided Soccer	• Frisbee Golf **Softball** • Review throwing, catching, fielding, and batting skills. • Pitching and back catching • Five-Person Bat and Run • Target Softball **Volleyball** • Review forearm pass (bump) and overhead pass (set) • Review court positions • Overhand serve • Serve reception • Serve and Bump Game • Modified Volleyball	technique Overhand serve.

EDUCATIONAL and PLAY GYMNASTICS

Learning Standards
2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, w/bent knees) to extend versatility and improve physical performance.
2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walk, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor skills such as twisting, balancing, and extending, individually and in teams.
2.3 Perform rhythm routines including dancing to demonstrate fundamental movement skills, combine movements in a pattern that can be repeated to a series of beats and varying tempos (fast, slow).
2.4 Identify physical and psychological changes that result from participation in a variety of physical activities.
2.5 Explain the benefits of physical fitness to good health and increased activity lifestyle.
2.7 Demonstrate responsible, personal and social conduct used in physical activity settings.

Essential Questions	Vocabulary	Resources	Activities	Activities	Assessments
How can we make each other feel comfortable when participating in gymnastics?	Spotter Inverted balance Counterbalance Center of gravity Base of support Levers	**Ready-to-Use P.E. Activities for Grades K-2**; Joanne M. Landy and Maxwell J. Landy; Parker Publishing Company **SPARK (Sports, Play, and Activities Recreation for Kids) Physical Education 3-5**; Paul f. Rosengard, Thomas L. McKensie, and Kathryn Short; San Diego State University Foundation	Review safety rules and spotting techniques **Supporting and Balancing** • Inverted balances • Partner support balance stunts **Support balance stunts in threes** • Group balance stunts •	**Climbing, Hanging, Swinging** • Rope climbing • Two-rope climbing challenges Swinging games	Student may choose to demonstrate partner, group of three or group balance stunts.

Learning Standards
2.4 Identify physical and psychological changes that result from participation in a variety of physical activities.
2.5 Explain the benefits of physical fitness to good health and increased activity lifestyle.
2.5 Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation), refraining from using tobacco, alcohol, and other substances.

Essential Questions	Vocabulary	Resources	Activities	Activities	Assessments
How fit is healthy for a person your age? What is "healthful" living? How can a diet be healthy for one person and not another?	Warm up Cool down Flexibility Upper body muscles Lower body muscles Endurance Strength Specificity Overload FIT Principle Frequency Intensity Time Cardiovascular endurance Abdominal strength Agility Pacing Goal setting Self-assessment Biceps Triceps Quadriceps Hamstrings	**SPARK (Sports, Play, and Active Recreation for Kids) Physical Education 3-5**; Paul F. Rosengard, Thomas L. McKenzie and Kathryn Short; San Diego State University Foundation **The President's Challenge: Physical Activity & Fitness Awards Program.** President's Council on Physical Fitness and Sports; U.S. Dept. of Health and Human Services	**Warm Up/Cool Down Routine (The SPARK "Simple Six"):** • Neck circles • Arm/shoulder circles • Side bends • Trunk twist • Hamstring stretch • Side/forward lunge **Strength and Conditioning Exercises:** • Abdominal exercises (curl ups, sit-back, abdominal cycles, crunches, leg raises) • Pulling exercises (flexed arm hang, pull ups, horizontal ladder, partner pull) • Pushing exercises	**SPARK Personal Best Day Activities:** • Warm-Up exercises • One-minute curl up test • Thirty-second Push-Up test • 9-minute Jog/Walk • Cool-Down exercises • Measuring the Heart Rate • Aerobic Games Tag Games Heart Alert 911 Hearty Hoopla Super Circulation	**President's Fitness Challenge** One-minute curl ups Endurance Walk/Run (1 mile) Shuttle run Pull-ups/Flexed Arm Hang Sit and Reach **Paper and Pencil:** How many muscles do you have in your body? (600) What is the strongest muscle? (the heart) Name ten major muscle groups. Monitoring heart rate Calculate maximum heart rate and target heart rate

	Pectorals Gastrocnemius Rectus abdominus Gluteus maximus Deltoids Resting heart rate Target heart rate Pulse Carotid artery Aerobic Anaerobic		(push-ups, knee push- • ups, flat tires, wall push-ups) Fun and Fitness Circuits Obstacle Course Astronaut Drills (locomotor activities, calisthenics, stunts and challenges) “Run Your State” Recreational Power Walking and Jogging		

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HEALTH EDUCATION

GRADE 6

Bullying Unit

Learning Standards
Learning STANDARD 11: Violence Prevention : Bullying
11.2 Identify factors (such as internal character and personality attributes and forces external to individuals, such as the media or society) related to both violent and nonviolent attitudes
11.8 Describe the power of the individual in reducing violence and identify situations where individuals can become active about violence prevention

Essential Questions	Vocabulary	Learning Objectives	Performance Tasks Activities	Assessments	Resources
What causes conflicts in our lives? How can you do the right thing in tough situations?	-Conflict -Consequences - Aggressors - Victims - Bystanders -Problem Solvers	-To alert students to the fact that their choices and actions can alleviate conflicts and prevent fights -To help students see how they can participate in conflict resolution as aggressors, victims, and bystanders. -To provide students with the skills to challenge habits of thought that support violence -To sensitize students to the many factors that influence their attitudes and beliefs toward violence.	- Mini lecture - Class discussion - Brainstorming - Role Playing - Small-Group work - Cooperative–Group work - Student self-directed activities - Case Studies	- Class Participation - Self-Assessments	-Aggressors, Victims, and Bystanders: Thinking and Acting To Prevent Violence Curriculum

		-To equip students with the skills to think first and resolve conflicts. -To encourage students to see that, with additional information, they can avoid making snap judgments that lead to conflict. -To enable students to practice their practice their conflict resolution skills.			

Nutrition Unit

Learning Standards
3.1 Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows.
3.2 Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks.
3.7 Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups.
3.8 List the functions of key nutrients and describe how the United States Dietary Guidelines relate to health and the prevention of chronic disease throughout the life span.
3.9 Describe a healthy diet and adequate physical activity during the adolescent growth spurt.
3.11 Analyze dietary intake and eating patterns.

Essential Questions	Vocabulary	Learning Objectives	Performance Tasks Activities	Assessments	Resources
Do you eat a balanced diet? Why is it important to eat a balanced diet? What are the food groups that make up the Food Guide Pyramid?	Vitamins Protein Minerals Nutrients Water Fat Carbohydrates Calories Exercise Cholesterol Serving Size Saturated Fats Unsaturated Fats BMI Balanced Diet	**The students will be able to:** -Identify the 6 food groups in the food guide pyramid. -Give 2-3 examples of foods from each food group. -Explain which food group you need the most servings from and which food group from which you need the least. -Understand the difference between	-Complete Food Guide Pyramids -Personal Diet Assessment -Nutrition Worksheet -Proper Servings	Nutrition Quiz Nutrition Project	Mypyramid.gov Totally Awesome Health (Red Book) Plastic Food FDA

		vitamins, minerals & nutrients. -Name the basic vitamins. -Define *nutrition*.			

Puberty Unit

Learning Standards
Learning Standard : Human Sexuality
4.2 Identify the physical changes as related to the reproductive system during puberty.
4.5 Recognize the emotional and physical changes as related to the reproductive system during puberty.

Essential Questions	Vocabulary	Learning Objectives	Performance Tasks Activities	Assessments	Resources
What changes will my body are going through during adolescence? Who has the most difficulty going through puberty? Male or female? Explain. Why do some people mature at different times? How does heredity affect the adolescent time line? Why does puberty happen? What is the most important thing to remember about puberty?	Body odor Puberty Acne Testes Testosterone Estrogen Ovaries Adolescence Thyroid gland Pituitary gland Body fat Hormones Male & female secondary characteristics fallopian tube menstruation penis uterus hygiene	The students will be familiar with vocabulary associated with puberty. Male & female physical and emotional changes during puberty **Objectives:** Learning Objectives: Students will be able to identify the key vocabulary terms associated with puberty Recognize the significance of puberty as it relates to personal responsibility. Identify the reason we go through puberty.	Pre puberty questions "Everything You wanted to Know About Puberty" article and activity answer sheet Male & female puberty puzzles and word search " Crossing the Adolescence Bridge" DVD Internet Projects Group choice puberty articles for research & presentation "They tell me I'm going through	Puberty Internet Project Quiz Puberty article activity answers Group activity presentations	www.kids health.org Crossing the Adolescence Bridge Video Your Body Book (MeeksHeit)

		Develop an understanding for individual differences in dealing with puberty. Realize that the changes for both genders are the same with the exception of the physiological ones.	puberty" story & activity Changes that occur in males, females and both genders Reading activity Positive transitions		

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HEALTH EDUCATION

GRADE 7

NUTRITION UNIT

Learning Standards
Learning Standard 3: Nutrition
3.10 Describe the components of a nutrition label and how to use the information from labels to make informed decisions regarding food

Essential Questions	Vocabulary	Learning Objectives	Performance Tasks Activities	Assessments	Resources
How does the knowledge of and observance of good nutrition impact your health and well-being? How does what you eat compare with the amount of a serving size?	Nutrients Calorie Protein Carbohydrates Fats Minerals Vitamins Water Food label Nutrition Facts Serving size Servings per container Amount per serving Daily value Percent daily value Ingredients listing	**Students will be familiar with:** The roles of fats, proteins, carbohydrates, vitamins and minerals. **Learning Objectives:** -Recognize the six basic classes of nutrients. -Read and understand food labels.	Explain the information that is founding the following headings on a food label: • Food label • Nutrition Facts • Serving size • Servings per container • Amount peer serving • Daily value/calorie footnote • Vitamins and minerals • Handout on vitamins and minerals - Class discussions - Worksheets - Label Able - What's in a label Bring in a snack and use the food label to determine if it is a healthy snack or not.	Pre Test Vocabulary quiz Nutrition Test	Diet and Nutrition Activities: Patricia Rizzo Nutrition Essentials teaching tools for Healthy Choices Total Awesome Health : Meeks and Heit

REPRODUCTION UNIT

Learning Standards
Learning Standard 4: Reproduction/Sexuality
4.11 Identify the stages of the male and female reproductive systems over the life cycle.
4.12 List the signs of pregnancy.
4.4 Recognize that diet, exercise, rest, and avoidance of risk behaviors such as smoking, drinking, and other substance use contribute to the health of a mother and fetus.
4.5 Recognize the emotional and physical changes as related to the reproductive system during puberty.

Essential Questions	Vocabulary	Learning Objectives	Performance Tasks Activities	Assessments	Resources
Why is it important to understand the male reproductive system? Why is it important to understand the female reproductive system? How can understanding fertilization/conception lead to a healthy choice of abstinence? How do hormonal changes affect a female during menstruation? How can alcohol use during pregnancy	Testosterone Estrogen Testes Scrotum Penis Vas Deferens Urethra Epididymis Prostate Gland Seminal vesicles Ovaries Fimbria Fallopian Tubes Uterus Cervix Endometrium Vagina Ovulation Conception Fertilization Menstrual Cycle	The Student will be able to: - Identify all parts of the male reproductive system. -Identify all parts of the female reproductive system. -Explain when conception occurs. -Describe the Menstrual Cycle and any changes that occur prior to it. -Identify changes that develop in the fetus during each Trimester.	Video Pair/Share	-Pre-Test Three (3) tests: *Break up this unit into 3 sections: 1. The Male Repro. Test 2. The Female Repro. Test 3.The Childbirth Test	United Streaming-Dr. D's Birds and the Bees: Crossing the Adolescent Bridge NEC overhead Machine Computer Internet Access

improve the chances of a baby being born with Fetal Alcohol Syndrome? How can smoking during pregnancy lead to premature development of a fetus?	Trimesters Premenstrual Syndrome Fetal Alcohol Syndrome	-Identify symptoms of Fetal Alcohol Syndrome. -Identify the affects that smoking has on a fetus. -Identify risks that excessive caffeine may have on an unborn child			

SUBSTANCE ABUSE & ALCOHOL 101 UNIT

Learning Standards
Learning Standard 12: Tobacco, Alcohol, & Substance Use/Abuse Prevention
10.5 Describe addictions to alcohol, tobacco, and other drugs, and methods for intervention, treatment, and cessation.
10.6 List the potential outcomes of prevalent early and late adolescent risk behaviors related to tobacco, alcohol, and other drugs, including the general pattern and continuum of risk behaviors involving substances that young people might follow.
Through the study of Healthy Decisions students will
10.7 Identify internal factors (such as character) and external factors (such as family, peers, community, faith-based affiliation, and media) that influence the decision of young people to use or not to use drugs.
10.8 Demonstrate ways of refusing and of sharing preventive health information about tobacco, alcohol, and other drugs with peers.

Essential Questions	Vocabulary	Learning Objectives	Performance Tasks Activities	Assessments	Resources
How does the factual knowledge of alcohol affect positive choices? Why is it important to be comfortable using refusal skills? How does surrounding yourself with positive peer relationships enhance your chances of staying drug-free?	Absolute alcohol Alcohol Alternative Beer Consequences Denatured Distillation Distilled spirits Ethyl alcohol External pressure FAS Fermentation Internal pressure Marijuana Methyl alcohol Nicotine Peer pressure Resistance skills Serving size	Identify how alcohol is manufactured. Define ethyl alcohol and provide names of categories. Explain serving size and absolute alcohol. Describe factors one needs to be aware of in determining alcohols effects on the body and mind. Describe the path alcohol takes in body.	Drug IQ test Manufacture of alcohol, reading and questions. Alcohol chart Factors that determine alcohols effects. Path of alcohol Alcohol facts game Reasons to use/not use How marijuana	Quiz Skits Worksheets	Project alert Project Alert on-line CASPAR cdc.gov

	Social pressure Tobacco THC wine oxidation	Define oxidation. Explain how the body eliminates alcohol. Describe effects marijuana has on the body. Discuss reasons people use/not use cigarettes, marijuana, alcohol. Demonstrate use of resistance skills.	changes the body. Video and discussion Parent/guardian interview Internal pressure scenarios Resistance skills skits. Students generate ideas of what the term "gateway" means in relation to substance abuse and map out a series of behaviors that begin with such “gateway” behaviors Students research and give an oral report on the effects of second-hand smoke.		

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HEALTH EDUCATION

GRADE 8

Human Sexuality Unit

Learning Standards
Learning Standard : Reproduction Sexuality
4.6 Explain the benefits of abstinence, postponing sexual behavior and setting limits of sexual behavior
4.17 Explain the importance of communication and setting limits in a sexual relationship
4.7 Describe short-term & long-term consequences of sexuality-related risk behaviors and identify barriers and supports for making health-enhancing decisions.

Essential Questions	Vocabulary	Learning Objectives	Performance Tasks Activities	Assessments	Resources
What relationships do you have in your life? What does it mean to be sexually involved? Why is it important to set limits on physical affection? What is the importance of consequences as it relates to sexual decision making? What are examples of negative & positive pressure? Why do you think teenagers have sex? Why should teens wait to have sex?	Sexual Involvement Popularity Respect Open Communication Personal Boundaries Trust Internal Pressure Peer Pressure Curiosity Stopping Point Coercion Caring Abstinence Love Infatuation Assertive	**The students will be able to:** -Understand & give examples of the 3 basic assertive techniques. -Explain the difference between coercion & caring -Explain the difference between love & infatuation. -Understand the 4 keys to a healthy relationship -Give examples of different types of relationships they have in their lives.	Brainstorm-Relationships Role Plays Group Discussions Activity: Reasons Why to… Why not to… Consequences of… Coercion & Caring Activity Love vs. Infatuation Worksheet Relationship Poll Pressure Lines Activity	Class Participation Quiz	Postponing Sexual Involvement Curriculum & Video Exploring Healthy Relationships (HRM) Resisting Sexual Pressure (HRM) Remote Control Discussion Guide

		-State 2 reasons for postponing sexual involvement. -Explain where sexual pressures come from.	Setting Limits Activity Students discuss consequences around sexuality decisions. Determine and role-play steps that improve decision-making (such as with whom to consult, information needed)		

Violence Prevention Unit

Learning Standards
Learning Standard 1: Violence Prevention
11.4 Identify helping resources regarding violence in the school and community, such as counselors, neighbors, law enforcement, and members of faith-based groups
11.6 Identify the social and emotional consequences of harassment (for example, gender, racial, handicap, sexual in nature, etc.)
11.13 Identify the mental health and legal consequences of harassment (for example, gender, racial, handicap, sexual in nature, etc.)
11.8 Describe the power of the individual in reducing violence and identify situations where individuals can become active about violence prevention
11.3 *Differentiate between one's personal rights and those of others and use communication and problem-solving to set personal boundaries, resolve conflicts, and develop positive relationships*
5.8 Identify the causes and effects of depression and how to seek help.

Essential Questions	Vocabulary	Learning Objectives	Performance Tasks Activities	Assessments	Resources
How do anger & violence relate to each other? What does it mean to be sexually harassed? What is the difference between suicide & depression?	Sexual Harassment Flirting Power Anger Cues Anger Triggers Suicide Depression Harasser Assertiveness	**The student will be able to**: - Understand the difference between depression & suicide - Explain the difference between flirting & sexual harassment -Identify some of their anger triggers & cues. - Define sexual harassment - Identify adults & healthy ways that will help deal with sexual harassment.	SOS Newsletter-Read SOS Crossword Puzzle The Connection Game	Violence Packet with Rubric Class Participation	Anger Management Curriculum Reaching & Teaching Teens Curriculum Anger Management SOS/ACT Curriculum Video In The Mix: Depression & Suicide

Substance Abuse & Alcohol 101Unit

Learning Standards
Learning Standard 12: Tobacco, Alcohol, & Substance Use/Abuse Prevention
10.5 Describe addictions to alcohol, tobacco, and other drugs, and methods for intervention, treatment, and cessation
10.6 List the potential outcomes of prevalent early and late adolescent risk behaviors related to tobacco, alcohol, and other drugs, including the general pattern and continuum of risk behaviors involving substances that young people might follow
Through the study of Healthy Decisions students will:
10.7 Identify internal factors (such as character) and external factors (such as family, peers, community, faith-based affiliation, and media) that influence the decision of young people to use or not to use drugs
10.8 Demonstrate ways of refusing and of sharing preventive health information about tobacco, alcohol, and other drugs with peers
Learning Standard 12: Tobacco, Alcohol, & Substance Use/Abuse Prevention

Essential Questions	Vocabulary	Learning Objectives	Performance Tasks Activities	Assessments	Resources
How can the knowledge and practice of resistance skills benefit you? Why is inhalant abuse increasing among teens? What is the difference between inhalants and drugs? What is it about inhalants that classify them as drugs?	Blood alcohol content Benefit Cessation Consequence Drug-free drug Inhalant Resistance skills S.S.D.S. Suffocation Toxic	Explain and demonstrate use of resistance skills. Explain the difference between inhalants and drugs. Identify substance considered to be inhalants. Explain how to use these substances safely. Discuss the	Students generate ideas of what the term "gateway" means in relation to substance abuse and map out a series of behaviors that begin with such “gateway” behaviors. Students research and give an oral report on the effects of second-hand smoke. Review resistance skills	Quiz Skits Worksheets	Drugs: True Stories DVD By: Blake Works Project Alert Curriculum

What are the benefits to yourself, future goals, education, etc to remaining drug-free? Why is it important to understand blood alcohol content?		difficulties associated with smoking cessation. Identify idea/ways to stop smoking. Define blood alcohol content. Practice using BAC wheel. Explain how knowing how to estimate ones BAC will assist in making a healthy choice.	Practice resistance skills by creating and performing skits. Inhalant worksheet and video. How to use household chemicals safely. Smoking cessation . . . difficulties and ideas to help. Benefits to remaining drug-free. Blood alcohol content.		

Grade 10
Health Education Scope and Sequence

Semester 1

Standard	Unit
Safety and Injury Prevention	First Aid
Tobacco, Alcohol, and Other Use/Abuse/Prevention	Illegal/Legal Drugs Drug Research Project
Interpersonal Relationships	Values Character Traits Decision Making Risk Taking
Violence Prevention	Diversity “The Culture Walk” Bullying “The Truth about Hate”
Consumer Health and Resources	Media Education “Killing Us Softly” (Women and advertising)
Community and Public Health	6 Hours of Community Service

Grade 10
Health Education Scope and Sequence

Semester 2

Standard	Unit
Tobacco, Alcohol, and Other Use/Abuse/Prevention	Class Action
Disease Prevention and Control	Non-Contagious Diseases/ Contagious Disease *Skin Cancer*
Reproduction and Sexuality	Contraceptives Abstinence Pregnancy Prevention Safer Choices Curriculum
Consumer Health and Resource Management	Complimentary and Alternative Medicines
Community and Public Health	6 Hours of Community Service

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HEALTH EDUCATION

Violence Unit

Violence Prevention and Interpersonal Relationships

Learning Standard s
STANDARD 7: Interpersonal Relationships **7.3** Describe the concept of friendship and contrast qualities that strengthen or weaken a friendship, including the importance of sound character in interacting with others **7.7** Recognize the positive contribution of character traits (such as tolerance, honesty, self-discipline, respectfulness, and kindness) to relationships, the benefit to relationships which include understanding and respecting individual differences, and the detrimental effect of prejudice (such as prejudice on the basis of race, gender, sexual orientation, class, or religion) on individual relationships and society as a whole **7.8:** Describe the purpose of dating and acceptable dating attitudes (such as respect) and appropriate conduct **7.13** Explain the importance of communication in setting limits in a sexual relationship **7.15** Recognize and identify the concept of friendship without romantic involvement and how friendship may develop into romantic relationships **7.16** Explain the importance of responsibility and character traits such as love, respectfulness, generosity, kindness, and forgiveness, in committed relationships. **7.17** Describe commitment in casual and serious relationships **Standard 9: Safety and Injury Prevention** **9.2**: Name persons and community helpers (such as police officers, fire fighters, and emergency medical personnel) who can be contacted to help with health, safety, and injury prevention and describe the appropriate procedures for contacting healthcare personnel in an emergency **9.4** Distinguish among safe, unsafe, and inappropriate touch **9.4** Distinguish among safe, unsafe, and inappropriate touch **9.16** Define date and acquaintance rape, and describe both how to protect oneself in these situations and how to seek help **13.1** Identify and explain the laws governing sexual harassment, and date and acquaintance rape **STANDARD 11: Violence Prevention** **11.3** Differentiate between one's personal rights and those of others and use communication and problem-solving to set personal boundaries, resolve conflicts, and develop positive relationships **11.4** Identify helping resources regarding violence in the school and community, such as counselors, neighbors, law enforcement, and members of faith-based groups **11.6** Identify the social and emotional consequences of harassment (for example, gender, racial, handicap, sexual in nature, etc.) **11.10** Explain the signs of abuse in relationships, including emotional abuse and physical assault, and identify the available resources in schools and the local community, such as counselors, law enforcement, and faith-based groups **11.11** Identify shared community and societal beliefs that underlie violence

Vocabulary/Content	Learning Objectives	Performance Tasks/Lesson Ideas	Assessments	Resources
Date Rape Physical Abuse Sexual Assault Emotional Abuse Verbal Abuse Acquaintance Rape Sexual Touching Rape Sexual harassment	Identify the qualities that are most important to them in a dating relationship. Identify actions that are caring and supportive Describe how they want to be treated by a dating partner. Describe how they want to treat a dating partner. Understand that they can and should choose how they'll be treated in a dating relationship. Identify harmful dating behaviors. Define physically and emotionally abusive behaviors. Identify red flags that indicate their friend might be a perpetrator or a victim of dating abuse. Feel more comfortable	Dating Violence Vocabulary Worksheet Safe Dates Curriculum Binder: Dating Bingo Caring People And Caring Relationships worksheet Worksheet Ways I want to treat and be treated by a dating partner Defining Dating Abuse Scenarios Why People Abuse Scenarios Friends Wheel Dating Abuse Who Can Help You Lisa And Matt Scenario Dating Tips Cards Jose's Story	Dating Violence Vocabulary Quiz Sexual Assault Quiz " No One Would Tell" Reflection questions Safe Dates Packet	Safe Dates Curriculum Binder Video "No One Would Tell"

	confronting a friend who is abusive in a dating relationship. Understand how to support a friend in an abusive relationship. Identify the harmful consequences of gender stereotyping. Explain the role that gender stereotyping plays in relationships. Understand that victims of sexual assault are never to blame. Understand that rape is always unacceptable. Understand and interpret “no” cues correctly. Know how to protect themselves in a potential rape situation. State their sexual boundaries clearly to their dating partner. Describe dating tips to decrease their chances of being a victim or a			

	perpetrator of sexual assault.			

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HEALTH EDUCATION

Understanding Disabilities Unit

INTRODUCTION

Learning Standards
Standard 1: Growth and Development **1.12** Describe the growth patterns and body changes within human beings throughout the life cycle (from prenatal through late adulthood), including critical periods in growth and development **1.13** Describe how both heredity (including congenital factors) and the environment influence growth and development.
Learning Standard 6: Family Life **6.5** Describe how the functions, purposes, and responsibilities of family members change with life events **6.11** Identify steps for getting support or help, including identifying resources for families whose members have special health needs
Learning Standard 7: Interpersonal Relationships **7.12** Describe the influence of the larger social group on individual conduct (such as giving comfort, solving problems, and controlling deviant behavior through enforcing laws and the development of good character in the members of society).
Learning Standard 11: Violence Prevention **11.13** Identify the mental health and legal consequences of harassment (for example, gender, racial, handicap, sexual in nature, etc.) **11.16** Identify those character traits that are connected with peaceful living in society, such as respectfulness, tolerance, honesty, self-discipline, kindness, and empathy
Learning Standard 14: Community and Public Health **14.11** Identify the functions of the school, health department, and other community and public health and social service agencies in health promotion and disease prevention through community health initiatives and observances

Essential Questions	Vocabulary	Resources	Activities	Assessments
1. How do people FORM perceptions and opinions about individuals with disabilities? 2. How does the special education team process inform the instructional program for individuals with disabilities ages 3-22? 3. What legislation protects the rights of individuals with disabilities?	IEP Least restrictive environment IDEA	*Exceptional Lives textbook* Parent's Rights Brochure Article: "Language is Powerful" from Down Syndrome News magazine, Vol. 27, number 4 Video: Disability Awareness	The students will show knowledge of the laws governing special education by reading textbooks and answering questions**.** The students will "question" their knowledge of disability awareness by answering previewing questions then comparing the answers through discussion after viewing the video *Disability Awareness*.	Worksheet Discussion

Developmental Disabilities

Learning Standards
Standard 1: Growth and Development **1.13** Describe how both heredity (including congenital factors) and the environment influence growth and development.
Learning Standard 6: Family Life **6.10** Identify the traits of a healthy family (such as responsibility, communication, trust, loyalty, respect, commitment, love, affirmation, and self-reliance) and explain the interdependence and independence of family members **Through the study of Supports students will** **6.11** Identify steps for getting support or help, including identifying resources for families whose members have special health needs **Through the study of Parenting students will** **6.12** Identify the child-rearing skills (including emotional maturity to nurture children and knowledge of child development stages) and the financial resources needed for parenting.
Learning Standard 7: Interpersonal **7.3** Describe the concept of friendship and contrast qualities that strengthen or weaken a friendship, including the importance of sound character in interacting with others. **7.4** Describe the concepts of prejudice and discrimination.
Learning Standard 9: Safety and Injury Prevention **9.3** Describe personal responsibility for reducing hazards and avoiding accidents.
Learning Standard 11: Violence Prevention **11.3** Differentiate between one's personal rights and those of others and use communication and problem-solving to set personal boundaries, resolve conflicts, and develop positive relationships **11.4** Identify helping resources regarding violence in the school and community, such as counselors, neighbors, law enforcement, and members of faith-based groups
Learning Standard 12: Consumer Health and Resource Management **12.11** Explain when and how to use self-care or professional health care services

Essential Questions	Vocabulary	Resources	Activities	Assessments
1. What challenges face individuals who are intellectually impaired? (communication, social, emotional, educational, economic) 2. What accommodations are recommended that will enable persons with intellectual impairments to achieve success in home, school and community environments? 3. How do advocacy groups support the inclusion of students with intellectual impairments in the home, school and community?	Intellectual impairment Down Syndrome	Text, Exceptional Lives Down syndrome handout (www.nichd.nih.gov/publications/pub/downsyndromw/down.htm) Sunday's child case study Guest speakers Meg Woods, Mrs. Taylor Articles, Meghan *Welcome to Holland (unknown)* *Act of Kindness and Free Stuff and Other Perks (Celia Taylor)* Video: *The Other Sister* Worksheets Internet	• The student will show knowledge of Down syndrome by reading a fact handout and answering questions. • The students will show an understanding of developmental disabilities by researching at the library various topics associated with developmental disabilities and presenting results to class. • The student will show an awareness of coping with a child with a disability by listening to a speaker, reading various articles and participating in discussions. • The student will show an understanding of how an educational plan is developed for a child who is intellectually impaired by assuming various roles in a class team meeting. • After viewing the video, "The Other Sister", the students will take a stand and debate either for or against the right of an intellectually impaired individual to marry.	Research paper Class participation/ Notebook Preparation and presentation in Team Meeting Rights of the Disabled Debate

Autistic Spectrum Disorder

Learning Standards
Standard 1: Growth and Development **1.13** Describe how both heredity (including congenital factors) and the environment influence growth and development.
Learning Standard 6: Family Life **Through the study of Supports students will** **6.11** Identify steps for getting support or help, including identifying resources for families whose members have special health needs.
Learning Standard 7: Interpersonal Relationships **7.6** Explain how peer pressure influences choices and apply strategies for managing negative peer pressure and encouraging positive peer pressure. **7.7** Recognize the positive contribution of character traits (such as tolerance, honesty, self-discipline, respectfulness, and kindness) to relationships, the benefit to relationships which include understanding and respecting individual differences, and the detrimental effect of prejudice (such as prejudice on the basis of race, gender, sexual orientation, class, or religion) on individual relationships and society as a whole.
Learning Standard 12: Consumer Health and Resource Management **12.1** Identify and describe health careers
Learning Standard 14: Community and Public Health **14.1** List the jobs carried out by people at school and in the community that support health and success in school **14.8** Evaluate the availability and quality of services for community health.

Essential Questions	Vocabulary	Resources	Activities	Assessments
1. How is a family impacted when they have a child or children with ASD? 2. How can autism impact an individual's ability to generalize knowledge in an academic and social environment? 3. What activities of daily living present challenges with ASD (Autistic Spectrum Disorder)?	(ASD) Autistic Spectrum Disorder Aspersers Syndrome	*Exceptional Lives* text Video: various clips from NBC week report on Autism (3/05)	The student will show their understanding of the cause, concerns and limitations of ASD by watching a video and reading from the textbook and answering questions. The student will show an awareness of the spectrum of ASD and insight into living with an autistic child by listening to various speakers on autism.	Completed answers to questions Class participation

Learning Disabilities

Learning Standards
Standard 1: Growth and Development **1.3** Identify appropriate accommodations and aids for people with physical disabilities. **1.13** Describe how both heredity (including congenital factors) and the environment influence growth and development.
Learning Standard 6: Family Life **6.11** Identify steps for getting support or help, including identifying resources for families whose members have special health needs. **6.17** Describe parental practices that encourage literacy in young children.
Learning Standard 11: Violence Prevention **11.16** Identify those character traits that are connected with peaceful living in society, such as respectfulness, tolerance, honesty, self-discipline, kindness, and empathy.
Learning Standard 12: Consumer Health and Resource Management **12.1** Identify and describe health careers **12.14** Applying planning and management skills to organize tasks and responsibilities.

Essential Questions	Vocabulary	Resources	Activities	Assessments
1. What are the differences between input, organization, memory and output when identifying processing problems? 2. How do people FORM perceptions and opinions about individuals with disabilities? 3. How does learning style impact the ability of all students to be successful?	Input Output Memory Integration	*Exceptional Lives* Videos: *Disordered minds* *Fat City* Disability Simulation "Testing" papers Internet	After viewing the video "Fat City", the students will discuss, as a class how school and society can make people with disabilities feel inferior. After reading from the textbook, the students will show their understanding of learning disabilities by answering questions. The students will experience different disabilities by taking practice "test" to mimic learning disabilities. The students will discover how they learn by examining different learning styles**.** After viewing the videos, "Disordered Minds", the students will show their understanding of living with a learning disability by participating in class discussion.	Completed answers to questions Class participation Test results Research assignment and presentation

Emotional Disabilities

Learning Standards
Standard 1: Growth and Development **1.13** Describe how both heredity (including congenital factors) and the environment influence growth and development.
Learning Standard 6: Family Life **Through the study of Supports students will** **6.11** Identify steps for getting support or help, including identifying resources for families whose members have special health needs
Learning Standard 7: Interpersonal Relationships **7.12** Describe the influence of the larger social group on individual conduct (such as giving comfort, solving problems, and controlling deviant behavior through enforcing laws and the development of good character in the members of society)
Learning Standard 14: Community and Public Health **14.11** Identify the functions of the school, health department, and other community and public health and social service agencies in health promotion and disease prevention through community health initiatives and observances

Essential Questions	Vocabulary	Resources	Activities	Assessments
1. What are some behaviors that may indicate a person may have an emotional disability? 2. What challenges might individuals with emotional disabilities face in a social or work setting? 3. What are some interventions available for individuals with emotional disabilities?	Emotional disability Depression Bi-polar disorder	Text Internet	The student will show an understanding of an emotional disability by researching, writing and presenting about the cause, symptoms, treatment, and restrictions of that particular disability. The student will become aware of some of the many emotional disabilities by taking notes during the presentations. The student will become aware of the impact of depression by listening to a guest speaker in participating in discussion and questions.	Research paper

Disability Awareness

Learning Standards
Standard 3: Nutrition **Through the study of Safe and Adequate Food Supply students will** **3.17** Identify the effects of food preparation techniques on the nutritional value of the food **3.18** Identify common food-borne illnesses **3.19** Identify and practice resource management skills needed to maintain and improve nutritional health
Standard 7: Interpersonal Relationships **Through the study of Communication students will** **7.10** Identify techniques for handling anger and resolving conflicts in the family, friendships, and the workplace, including seeking help from professional and community organizations and faith-based groups. **7.11** Contrast the emotional impact on long-term relationships of positive communication (such as active listening, praise, and humor) with negative communication (such as teasing, name calling, bullying.) **7.12** Describe the influence of the larger social group on individual conduct (such as giving comfort, solving problems, and controlling deviant behavior through enforcing laws and the development of good character in the members of society). **Through the study of Peer Relationships students will** **7.14** Explain the purpose of friendship in different stages of the life cycle and describe how friends can support one another in making healthy decisions.

Essential Questions	Vocabulary	Resources	Activities	Assessments
1. What deeper insight have you gained into the challenges that face individuals with disabilities? 2. What recommendations would you make at the high school to better accommodate individuals with disabilities?			The students will work daily with their fellow students with special needs. They will show their understanding of disabilities by demonstrating appropriate behavior and developing appropriate activities. The students will choose a disability to experience for one day. The students will follow their regular schedule and routine thus experiencing the difficulties students who are disabled might experience. The student will develop a game or activity to be used at our Best Buddies meeting. They will be responsible for planning, shopping and supervising one Best Buddies meeting.	The students will write a bi-weekly self-assessment. This will include setting one new goal and assessing the progress of reaching the goal. The students will answer probing questions and write a reflection of their experience. Planning sheet for Best Buddies activity and follow-up reflection.

			In teams, the students will inspect the high school and make recommendations to the class for improvements to make the school more assessable to the disabled.	List of accommodations needed for improvement of the school.