

# Physical Education: Pre-K

## **Standard:** Movement Forms/Motor Skills and Movement Patterns

**Grade Level Expectation:** A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Checks for Understanding** To achieve the following learning expectations refer to the Performance Indicator Levels 1-2.

*The student will:*

- travel in personal and general space
- demonstrate locomotor skills
- jump and land maintaining balance
- perform a simple rhythmic pattern that involves locomotion and non-locomotion
- kick a ball
- throw a ball
- catch a ball
- strike an object with a short handled implement
- move with balance and control to perform simple large motor tasks
- transfer weight
- use eye-hand coordination to perform fine motor tasks
- follows basic safety rules

## **Student Performance Indicators:**

### **Level 1 - Skills are introduced at this level.**

*At Level 1, the student will:*

- 1.1.1 define and demonstrate self space and general space
- 1.1.2 imitate a clear contrast between slow and fast movements
- 1.1.3 imitate locomotor movements in personal and general space
- 1.1.4 jump and land using a two foot take-off and landing in personal space
- 1.1.5 touch body parts in time to music
- 1.1.6 imitate pre-designed sequence involving manipulatives
- 1.1.7 kick a stationary object (balloon, bean bag, ball)
- 1.1.8 step and kick an object
- 1.1.9 throw a variety of objects

- 1.1.10 imitate overhand/underhand throw
- 1.1.11 catch a large object using body, arms and hands
- 1.1.12 drop and catch a ball in self space
- 1.1.13 strike a balloon in the air with a variety of body parts
- 1.1.14 repeatedly strike a balloon in the air with hand
- 1.1.15 imitate balances on body parts with wide and narrow bases of support
- 1.1.16 balance while walking on a line or low beam on the floor
- 1.1.17 climb on and off a variety of equipment
- 1.1.18 transfer weight by rolling sideways and rocking
- 1.1.19 imitate animal movements
- 1.1.20 manipulate small objects
- 1.1.21 knows basic safety rules and follows them with verbal reminders

**Level 2 - Skills are developing at this level.**

*At Level 2, the student will:*

- 1.2.1 demonstrate change of direction in personal and general space
- 1.2.2 demonstrate a clear contrast between slow and fast movements while traveling in different directions in general space
- 1.2.3 demonstrate a variety of locomotor skills in personal and general space
- 1.2.4 jump and land using a variety of equipment at different levels
- 1.2.5 jump a slowly swinging long rope
- 1.2.6 move body parts and manipulatives in time with music
- 1.2.7 step and kick a ball for distance and accuracy
- 1.2.8 throw a variety of objects at a target using overhand/underhand throw
- 1.2.9 catch various objects of different sizes using hands
- 1.2.10 catch a ball from a skilled thrower
- 1.2.11 strike a balloon in the air or on the ground with a paddle

- 1.2.12 strike a large ball off a cone
- 1.2.13 balance on a variety of equipment (balance boards, stilts, beams)
- 1.2.14 travel and stop in balanced positions
- 1.2.15 demonstrate balance using a combination of body parts
- 1.2.16 transfer weight by rolling in a forward direction
- 1.2.17 continue to connect together a wide variety of manipulatives
- 1.2.18 follow safety rules during physical education class

*Modification and extensions need to be made to meet the individual abilities of all students.*

**Standard: Movement Concepts and Principles**

**Grade Level Expectation:** A physically educated person demonstrates understanding of movement concepts, principals, strategies and tactics as they apply to the learning and performance of physical activities.

**Checks for Understanding** To achieve the following learning expectations refer to the Performance Indicator Levels 1-2.

*The student will:*

- know and apply movement concepts
- recognize locomotor and nonlocomotor skills
- recognize kicking, throwing, catching and striking
- recognize the movement concepts of educational gymnastics
- recognize the movement concepts of rhythmic activities

**Student Performance Indicators:**

**Level 1 - Skills are introduced at this level.**

*At Level 1, the student will:*

- 2.1.1 move from general space back to personal space on command
- 2.1.2 identify locomotor and nonlocomotor skills when demonstrated
- 2.1.3 respond appropriately to skill term kick, throw, catch, strike
- 2.1.4 identify balance and transfer of weight in the context of educational gymnastics
- 2.1.5 identify the concept of time in response to rhythmic accompaniment

## **Level 2 - Skills are developing at this level.**

*At Level 2, the student will:*

2.2.1 move by varying the size of the general space from large/small or small/large

2.2.2 participate in activities to emphasize recognition of locomotor and nonlocomotor skills

2.2.3 participate in activities to emphasize the recognition of skills: kick, throw, catch, strike

2.2.4 maintain momentary stillness in a variety activities

2.2.5 respond appropriately and move to the sound of rhythmic accompaniment

*Modification and extensions need to be made to meet the individual abilities of all students.*

### **Standard: Physical Activity**

**Grade Level Expectation:** A physically educated person participates regularly in physical activity.

**Checks for Understanding** To achieve the following learning expectations refer to the Performance Indicator Levels 1-2.

*The student will:*

- participate in daily physical activity for enjoyment
- uses physical education skills at recess

### **Student Performance Indicators:**

#### **Level 1 - Skills are introduced at this level.**

*At Level 1, the student will:*

3.1.1 participate in physical education class

3.1.2 participate outside of class in self-selected movement experiences

3.1.3 engage in a variety of locomotor activities during leisure time

#### **Level 2 - Skills are developing at this level.**

*At Level 2, the student will:*

3.2.1 participate without hesitation in physical education class

3.2.2 participate outside of class in minimally organized physical activities

3.2.3 participate in activities that use manipulates outside of class

*Modification and extensions need to be made to meet the individual abilities of all students.*

**Standard:** **Fitness**

**Grade Level Expectation:** A physically educated person achieves and maintains a health-enhancing level of fitness.

**Checks for Understanding** To achieve the following learning expectations refer to the Performance Indicator Levels 1-2.

*The student will:*

- recognize the physiological indicators that accompany physical activity
- engage in physical activity that causes an increased heart rate
- recognize the components of health-related physical fitness

**Student Performance Indicators:**

**Level 1 - Skills are introduced at this level.**

*At Level 1, the student will:*

- 4.1.1 identify a variety of activities that increase breathing and heart rate
- 4.1.2 identify muscular strength and flexibility activities

**Level 2 - Skills are developing at this level.**

*At Level 2, the student will:*

- 4.2.1 participate in a variety of activities that increase breathing and heart rate
- 4.2.2 participate in activities that require muscular strength and/or flexibility
- 4.2.3 identify at least one activity associated with each component of health-related physical activity.

*Modification and extensions need to be made to meet the individual abilities of all students.*

**Standard:** **Personal and Social Responsibility**

**Grade Level Expectation:** A physically educated person exhibits responsible personal and social behavior that respects others in physical activity settings.

**Checks for Understanding** To achieve the following learning expectations refer to the Performance Indicator Levels 1-2.

*The student will:*

- Start and stop on command
- Maintain his/her personal space
- Follow simple directions
- Follow a series of instructions for an activity
- Participate in activity without arguing
- Demonstrate cooperative skills

**Student Performance Indicators:**

**Level 1 - Skills are introduced at this level.**

*At Level 1, the student will:*

- 5.1.1 start and stop on auditory or visual signals
- 5.1.2 follow simple commands
- 5.1.3 use words and seek adult help when needed to resolve conflicts
- 5.1.4 understand the importance of participating with others

**Level 2 - Skills are developing at this level.**

*At Level 2, the student will:*

- 5.2.1 participate in activities that requires starting and stopping
- 5.2.2 participate in activities without bumping into others
- 5.2.3 follow two-step directions
- 5.2.4 include give and take in play with others
- 5.2.5 play without interfering with others

*Modification and extensions need to be made to meet the individual abilities of all students.*

**Standard:** Values Physical Activity

**Grade Level Expectation:** A physically educated person values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**Checks for Understanding** To achieve the following learning expectations refer to the Performance Indicator Levels 1-2.

*The student will:*

- develop self-confidence in a physical activity setting
- explore his/her physical capabilities
- develop a positive attitude toward physical activity
- work cooperatively for a brief period of time

**Student Performance Indicators:**

**Level 1 - Skills are introduced at this level.**

*At Level 1, the student will:*

- 6.1.1 participate in activities that are developmentally appropriate
- 6.1.2 exhibit both verbal and non-verbal indicators of enjoyment
- 6.1.3 participate in personal movement challenges
- 6.1.4 recognize the joy of shared play

**Level 2 - Skills are developing at this level.**

*At Level 2, the student will:*

- 6.2.1 continue to participate when learning a new activity even when not successful
- 6.2.2 enjoy participating in physical activity
- 6.2.3 express personal feelings on progress made while learning a new skill
- 6.2.4 interact positively with others during physical activity

*Modification and extensions need to be made to meet the individual abilities of all students.*

# Physical Education: Grades K – 2

**Standard:** Movement Forms/Motor Skills and Movement Patterns

**Grade Level Expectation:** A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Checks for Understanding:** To achieve the following learning expectations refer to the Performance Indicator Levels 1-3.

*The student will:*

- travel using body and spatial awareness, relationships and effort
- demonstrate a mature form of locomotor skills
- jump and land using a variety of take-off and landing patterns
- illustrate, through movement, a wide variety of rhythmic activities that involve locomotion and non-locomotion
- kick a ball into the air or along the ground
- throw a ball demonstrating an overhand or underhand technique
- catch a ball
- strike/volley an object
- strike an object with short and long handled implements
- dribble a ball using the hands or feet
- demonstrate control in weight transfer and balance activities

## **Student Performance Indicators:**

### **Level 1 - Skills are introduced at this level.**

*At Level 1, the student will:*

- 1.1.1 recognize and demonstrate basic locomotor skills
- 1.1.2 receive or send an object with an implement or body part
- 1.1.3 balance or transfer weight from one body part to another
- 1.1.4 perform a simple movement pattern using rhythmic activities

### **Level 2 - Skills are developing; mastery and assessment occur at this level.**

*At Level 2, the student will:*

- 1.2.1 demonstrate skills of chasing, fleeing and dodging to avoid or catch others
- 1.2.2 perform correctly all locomotor skills using a variety of movement concepts (directions, levels, pathways, speed, force)



- 1.2.3 jump and land using a combination of one and two-foot takeoffs and landings
- 1.2.4 jump a continuously turning rope
- 1.2.5 create a simple three part movement sequence
- 1.2.6 demonstrate the role of body movement in the expression of feelings and ideas
- 1.2.7 understand the role of rhythmic activities in social development
- 1.2.8 create a simple three part movement sequence
- 1.2.9 participate in a wide variety of rhythmic activities that involve locomotion, non-locomotion, and the manipulation of various objects
- 1.2.10 demonstrate the relationship between body movement and rhythmic accompaniment
- 1.2.11 use the inside or instep of the foot to kick a slowly rolling ball into the air or along the ground
- 1.2.12 throw a ball demonstrating an overhand technique, a side orientation, and opposition
- 1.2.13 catch a gently thrown ball using properly positioned hands
- 1.2.14 strike an object repeatedly with a paddle or body parts
- 1.2.15 consistently strike a ball with a bat from a tee or cone using a proper grip and side orientation
- 1.2.16 continuously dribble a ball using the hands or feet without losing control of the ball or body
- 1.2.17 perform a movement sequence using a variety of body parts which combine the skills of balancing and weight transfer
- 1.2.18 roll smoothly in a forward direction without stopping or hesitating, with the head tucked, rolling up to the feet
- 1.2.19 balance, demonstrating momentary stillness in symmetrical and non- symmetrical shapes, on a variety of body parts
- 1.2.20 move feet into medium/high level by placing weight on the hands and landing with control
- 1.2.21 state and demonstrate guidelines and behaviors for basic safety principles in physical education (implements, small and large equipment, environment)

**Level 3 - Students are proficient at this level.**

*At Level 3, the student will:*

- 1.3.1 create a sequence in gymnastics and in dance using a variety of movements and objects
- 1.3.2 use a combination of skills in a game context

*Modification and extensions need to be made to meet the individual abilities of all students.*

**Standard:                      Movement Concepts and Principles**

**Grade Level Expectation:** A physically educated person demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

**Checks for Understanding:** To achieve the following learning expectations refer to the Performance Indicator Levels 1-3.

*The student will:*

- know and apply movement concepts
- recognize the critical elements of locomotor and non-locomotor skills
- understand the relationship between skills and movement concepts
- recognize the critical elements of kicking, throwing, catching, striking, volleying and dribbling
- know the movement concepts of educational gymnastics
- know the movement concepts of rhythmic activities

**Student Performance Indicators:**

**Level 1 - Skills are introduced at this level.**

*At Level 1, the student will:*

- 2.1.1 use concepts of body and space awareness in a variety of ways
- 2.1.2 identify selected critical elements of locomotor and non-locomotor movement patterns
- 2.1.3 identify selected critical elements of manipulative skills in their correct form
- 2.1.4 identify static and dynamic balance in the context of educational gymnastics
- 2.1.5 recognize the concept of time in response to rhythmic accompaniment

**Level 2 - Skills are developing; mastery and assessment occur at this level.**

*At Level 2, the student will:*

- 2.2.1 identify and demonstrate selected critical elements of locomotor movement patterns
- 2.2.2 identify and demonstrate selected critical elements of manipulative skills
- 2.2.3 maintain momentary stillness bearing weight on a variety of body parts
- 2.2.4 use movement concepts for the purpose of expression
- 2.2.5 use the concept of time in response to rhythmic accompaniment

### **Level 3 - Students are proficient at this level.**

*At Level 3, the student will:*

2.3.1 design and perform a simple movement pattern in a gymnastics sequence, in a games context, and in a rhythmic activity

2.3.2 use concepts and knowledge of critical elements to provide corrective feedback to others

*Modification and extensions need to be made to meet the individual abilities of all students.*

### **Standard: Physical Activity**

**Grade Level Expectation:** A physically educated person participates regularly in physical activity.

**Checks for Understanding:** To achieve the following learning expectations refer to the Performance Indicator Levels 1-3.

*The student will:*

- participate in daily physical activity for enjoyment
- participate regularly in a variety of non-structured and minimally organized physical activities outside the physical education class
- use physical education skills at recess

### **Student Performance Indicators:**

#### **Level 1 - Skills are introduced at this level.**

*At Level 1, the student will:*

3.1.1 discuss appropriate physical activities outside the school

3.1.2 participate in a variety of locomotor, non-locomotor and manipulative activities

3.1.3 discuss appropriate physical activities for recess

#### **Level 2 - Skills are developing; mastery and assessment occur at this level.**

*At Level 2, the student will:*

3.2.1 record participation in physical activities at recess and outside the physical education setting

3.2.2 engage in regular daily physical activity outside the classroom

3.2.3 identify appropriate physical activities for recess

**Level 3 - Students are proficient at this level.**

*At Level 3, the student will:*

3.3.1 initiate physical activity with family and friends

3.3.2 initiate appropriate group activities at recess

*Modification and extensions need to be made to meet the individual abilities of all students.*

**Standard: Fitness**

**Grade Level Expectation:** A physically educated person achieves and maintains a health-enhancing level of physical fitness.

**Checks for Understanding:** To achieve the following learning expectations refer to the Performance Indicator Levels 1-3.

*The student will:*

- engage in sustained physical activity that causes an increased heart rate
- recognize the physiological indicators that accompany moderate to vigorous physical activity
- identify the components of health-related physical fitness
- identify at least one activity associated with each component of health related physical activity

**Student Performance Indicators:**

**Level 1 - Skills are introduced at this level.**

*At Level 1, the student will:*

4.1.1 sustain moderate to vigorous physical activity for short periods of time

4.1.2 identify the physiological signs of moderate physical activity

4.1.3 recognize that physical activity contributes to personal well-being

4.1.4 identify activities associated with health-related fitness and the benefits associated with these activities

4.1.5 look forward to participation in fitness activities

**Level 2 - Skills are developing; mastery and assessment occur at this level.**

*At Level 2, the student will:*

- 4.2.1 sustain activity for longer periods of time
- 4.2.2 identify changes in the body during sustained vigorous physical activity
- 4.2.3 support body weight for climbing, hanging, and momentarily taking weight on hands
- 4.2.4 move joints through a full range of motion
- 4.2.5 engage in sustained daily physical activity which causes an increased heart rate and heavy breathing
- 4.2.6 use pulse rate to monitor level of activity
- 4.2.7 describe the components of health-related fitness

**Level 3 - Students are proficient a this level.**

*At Level 3, the student will:*

- 4.3.1 correctly identify and engage in those activities associated with health-related fitness
- 4.3.2 record participation in physical activity

*Modification and extensions need to be made to meet the individual abilities of all students.*

**Standard: Personal and Social Responsibility**

**Grade Level Expectation:** A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Checks for Understanding:** To achieve the following learning expectations refer to the Performance Indicator Levels 1-3.

*The student will:*

- follow, with few reminders, activity-specific rules and procedures
- cooperate with others regardless of personal differences in skill, gender, disability, socioeconomic level and ethnicity
- treat others with respect during physical activity
- resolve conflicts in socially acceptable ways
- work independently and on-task

**Student Performance Indicators:**

**Level 1 - Skills are introduced at this level.**

*At Level 1, the student will:*

5.1.1 know the rules for participating in physical education

5.2.1 choose a partner/team member to complete a task that requires sharing and cooperation

**Level 2 - Skills are developing; mastery and assessment occur at this level.**

*At Level 2, the student will:*

5.2.1 demonstrate an understanding of classroom rules, procedures, and safe practices

5.2.2 work on assigned tasks individually or with others in a productive manner

5.2.3 resolve conflicts in socially acceptable ways during physical education and recess

5.2.4 interact positively with students in class regardless of personal differences

**Level 3 - Students are proficient at this level.**

*At Level 3, the student will:*

5.3.1 work cooperatively with others in structured and non-structured activities

5.3.2 demonstrate awareness of personal behavior and the role that it played in past activities with regard to cooperation and sharing

*Modification and extensions need to be made to meet the individual abilities of all students.*

**Standard: Values Physical Activity**

**Grade Level Expectation:** A physically educated person values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**Checks for Understanding:** To achieve the following learning expectations refer to the Performance Indicator Levels 1-3.

*The student will:*

- associate positive feelings with participating in physical activity
- try new movement activities and skills
- gain competence to provide increased enjoyment in movement
- express feelings about and during physical activity
- enjoy interaction with friends through physical activity

**Student Performance Indicators:**

**Level 1 - Skills are introduced at this level.**

*At Level 1, the student will:*

6.1.1 participate willingly in physical activity

**Level 2 - Skills are developing; mastery and assessment occur at this level.**

*At Level 2, the student will:*

6.2.1 describe feelings following participation in physical activity

6.2.2 participate willingly in all activities in physical education

6.2.3 enjoy the challenge of experiencing new movements and the challenge of learning new skills

6.2.4 identify positive feelings with skill development

6.2.5 interact with others in a positive manner

**Level 3 - Students are proficient at this level.**

*At Level 3, the student will:*

6.3.1 model enjoyment of activity both in and out of school

*Modification and extensions need to be made to meet the individual abilities of all students.*

# Physical Education: Grades 3-5

**Standard:**                      **Movement Forms/Motor Skills and Movement Patterns**

**Grade Level Expectation:** A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Checks for Understanding:** To achieve the following Checks for Understanding refer to the Student Performance Indicators Levels 1-3.

*The student will:*

- demonstrate mature form in all locomotor patterns and selected manipulative and non-locomotor skills
- apply basic skills in game-like experiences
- introduce strategies that occur in game-like situations
- acquire beginning skills in specialized movement forms
- apply basic rhythmic skills into rhythmic activities and creative sequences
- combine basic movement skills into specialized sequences
- demonstrate and modify traditional and popular dance sequences
- demonstrate and refine specialized educational gymnastics skills
- develop and refine a gymnastic sequence demonstrating smooth transitions
- develop patterns and combinations of movements in educational gymnastics, games and rhythm/dance
- use responsible behavior in safety procedures for all physical activities

**Student Performance Indicators:**

**Level 1 - Skills are introduced at this level.**

*At Level 1, the student will:*

- 1.1.1 perform developmentally appropriate teacher designed games using a variety of locomotor, non-locomotor and manipulative skills
- 1.1.2 execute prescribed strategies in a variety of games
- 1.1.3 perform selected rhythmic activities and dance sequences
- 1.1.4 demonstrate competency in basic educational gymnastic skills in predetermined sequences



**Level 2 - Skills are developing; mastery and assessment occur at this level.**

*At Level 2, the student will:*

- 1.2.1 demonstrate mature motor patterns for basic locomotor, non-locomotor and selected manipulative skills in structured settings
- 1.2.2 apply basic skills in game-like situations
- 1.2.3 acquire specialized skills basic to a movement form and use those skills with a partner
- 1.2.4 apply fundamental offensive and defensive strategies in game-like situations
- 1.2.5 create, refine and perform a dance using repeatable sequences with intentional changes in direction, speed and flow
- 1.2.6 properly execute traditional and popular dances
- 1.2.7 create, refine and perform rhythmic activities using manipulatives
- 1.2.8 create, refine and perform educational gymnastic sequences alone or in groups
- 1.2.9 identify and apply safety principles in all activity situations

**Level 3 - Students are proficient at this level.**

*At Level 3, the student will:*

- 1.3.1 design and play a game that involves cooperating with others to keep an object away from opponents using necessary strategies
- 1.3.2 design, refine and perform individual and group dances using effort qualities and combinations of skills
- 1.3.3 design, refine and perform gymnastic sequences that use effort qualities and combination of skills

*Modification and extensions need to be made to meet the individual abilities of all students.*

**Standard:                      Movement Concepts and Principles**

**Grade Level Expectation:** A physically educated person demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

**Checks for Understanding:** To achieve the following Checks for Understanding refer to the Student Performance Indicators Levels 1-3.

*The student will:*

- recognize and analyze knowledge of movement concepts and principles in basic skills
- apply movement concepts and principles to improve performance of self and others in motor skills
- recognize and apply movement concepts and principles that impact the quality of increasingly complex movement performance
- practice basic strategies in game-like settings
- apply movement concepts and principles to rhythmic activities
- apply movement concepts and principles to educational gymnastics

**Student Performance Indicators:**

**Level 1 - Skills are introduced at this level**

*At Level 1, the student will:*

- 2.1.1 use knowledge of movement concepts and principles to provide feedback to others
- 2.1.2 identify concepts of offensive and defensive strategies in a game-like environment
- 2.1.3 perform a simple movement pattern using skills and concepts in rhythmic activities
- 2.1.4 perform a simple educational gymnastics sequence using skills and concepts

**Level 2 - Skills are developing; mastery and assessment occur at this level.**

*At Level 2, the student will:*

- 2.2.1 use knowledge of movement concepts and principles to analyze the performance of self and others
- 2.2.2 identify and implement the concepts of offensive and defensive strategies in a controlled game-like environment
- 2.2.3 design and perform a simple movement pattern using skills and concepts in rhythmic/dance activities
- 2.2.4 design and perform an educational gymnastics sequence

**Level 3 - Students are proficient at this level.**

*At Level 3, the student will:*

- 2.3.1 identify and implement the concepts of offensive and defensive strategies in a dynamic, unpredictable game environment
- 2.3.2 design and perform a dance that combines skills and movement concepts into smooth flowing patterns with intentional changes in direction, speed, and flow
- 2.3.3 design and perform a movement sequence that combines traveling, rolling, balancing and weight transfer into smooth, flowing sequences with intentional changes in direction, speed, and flow

*Modification and extensions need to be made to meet the individual abilities of all students.*

**Standard:                      Physical Activity**

**Grade Level Expectation:** A physically educated person participates regularly in physical activity.

**Checks for Understanding:** To achieve the following Checks for Understanding refer to the Student Performance Indicators Levels 1-3.

*The student will:*

- Participate voluntarily in physical activity outside the physical education class
- Identify and make use of opportunities at school and in the community for regular participation in physical activity
- uses physical education skills and knowledge for increased physical activity at recess and in the community

**Student Performance Indicators:**

**Level 1 - Skills are introduced at this level.**

*At Level 1, the student will:*

3.1.1 participate in appropriate physical activities outside the school setting

3.1.2 participate in individual and small group activities in structured and non-structured physical activity settings

**Level 2 - Skills are developing; mastery and assessment occur at this level.**

*At level 2, the student will:*

3.2.1 analyze developmentally appropriate physical activities for recess, sport and recreation

3.2.2 plan a regular physical activity program and records participation

3.2.3 engage in regular physical activity outside the school setting

**Level 3 - Students are proficient a this level.**

*At Level 3, the student will:*

3.3.1 initiate and organize physical activity with family and friends

3.3.2 initiate and organize appropriate group activities at recess

*Modification and extensions need to be made to meet the individual abilities of all students.*

**Standard:**                      **Fitness**

**Grade Level Expectation:** A physically educated person achieves and maintains a health-enhancing level of physical fitness.

**Checks for Understanding:** To achieve the following Checks for Understanding refer to the Student Performance Indicators Levels 1-3.

*The student will:*

- engage in sustained physical activity that causes an increased heart rate for longer periods of time
- recognize and monitor the physiological indicators that accompany moderate to vigorous physical activity
- identify activities associated with each component of health-related physical fitness
- evaluate and improve personal levels of health-related fitness
- recognize that time and effort are necessary for improving and maintaining fitness
- recognize the importance of nutrition relative to fitness

**Student Performance Indicators:**

**Level 1 - Skills are introduced at this level.**

*At Level 1, the student will:*

- 4.1.1 sustain moderate to vigorous physical activity for longer periods of time
- 4.1.2 monitor the change in heart rate that occurs during physical activity
- 4.1.3 identify at least two activities associated with health-related fitness and the benefits of these activities
- 4.1.4 recognize that physical activity contributes to improved fitness and personal well-being
- 4.1.5 understand that there is a connection between nutrition and a healthy lifestyle

**Level 2 - Skills are developing; mastery and assessment occur at this level.**

*At Level 2, the student will:*

- 4.2.1 plan, monitor and set goals in daily physical activities for the purpose of developing and maintaining personal fitness
- 4.2.2 identify multiple physiological changes that occur during physical activity
- 4.2.3 identify and use each component of health-related fitness that contributes to the development of personal fitness
- 4.2.4 maintain a fitness portfolio for the purpose of assessing/evaluating each component of health-

related fitness

4.2.5 enjoy achievement of health enhancing levels of fitness

4.2.6 understand the connection between MyPyramid (<http://mypyramid.gov/>) and the Activity Pyramid

### **Level 3 - Students are proficient at this level.**

*At Level 3, the student will:*

4.3.1 apply knowledge of health-related fitness and nutrition to create a personal fitness plan to achieve and maintain a healthy lifestyle

*Modification and extensions need to be made to meet the individual abilities of all students.*

### **Standard: Personal and Social Responsibility**

**Grade Level Expectation:** A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Checks for Understanding:** To achieve the following Checks for Understanding refer to the Student Performance Indicators Levels 1-3.

*The student will:*

- apply rules, procedures and safe practices
- cooperate with others regardless of personal differences in skill, gender, disability, socioeconomic level and ethnicity
- recognize and value attributes of individuals
- treat others with respect during physical activity
- resolve conflicts in socially acceptable ways
- work independently and on-task

### **Student Performance Indicators:**

#### **Level 1 - Skills are introduced at this level.**

*At Level 1, the student will:*

5.1.1 identify appropriate rules, procedures, and safe practices for selected activities

5.1.2 work cooperatively with a partner or small group

#### **Level 2 - Skills are developing; mastery and assessment occur at this level.**

*At Level 2, the student will:*

5.2.1 apply classroom rules, procedures and safe practices within physical education and at recess

5.2.2 complete assigned tasks individually or with others in a productive manner

5.2.3 resolve conflicts in socially acceptable ways during physical education and recess

5.2.4 demonstrate sportsmanship during physical education class

5.2.5 interact positively with students in class regardless of personal differences

**Level 3 - Students are proficient a this level.**

*At Level 3, the student will:*

5.3.1 demonstrate sportsmanship in physical education, recess, and outside the school setting

*Modification and extensions need to be made to meet the individual abilities of all students.*

**Standard: Values Physical Activity**

**Grade Level Expectation:** A physically educated person values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**Checks for Understanding:** To achieve the following Checks for Understanding refer to the Student Performance Indicators Levels 1-3.

*The student will:*

- experience enjoyment while participating in physical activity
- seek personally challenging experiences in physical activity
- use physical activity as a means of self expression
- recognize physical activity as a positive opportunity for social interaction
- celebrate personal successes and achievements

**Student Performance Indicators:**

**Level 1 - Skills are introduced at this level.**

*At Level 1, the student will:*

6.1.1 participate willingly in a variety of physical activities

**Level 2 - Skills are developing; mastery and assessment occur at this level.**

*At Level 2, the student will:*

6.2.1 describe feelings following participation in physical activity

6.2.2 value the challenges and achievements associated with fitness and skill development

6.2.3 select physical activities for the purpose of self-expression

6.2.4 challenge self to higher level of performance

6.2.5 enjoy participation in group activities

6.2.6 select a new physical activity for participation

**Level 3 - Students are proficient a this level.**

*At Level 3, the student will:*

6.3.1 seek personally challenging experiences in physical activity both in and out of school

*Modification and extensions need to be made to meet the individual abilities of all students.*

# Physical Education: Grades 6-8

## **Standard:**                      **Skilled Movement**

**Grade Level Expectation:** A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Checks for Understanding:** To achieve the following Checks for Understanding refer to the Student Performance Indicators Levels 1-3.

*The student will*

- demonstrate locomotor, non-locomotor and manipulative skills
- participate with skill in a variety of modified sports and game activities
- apply skills and strategies in individual, dual and team sports
- demonstrate intermediate skills of adventure/outdoor education activities
- develop and refine educational gymnastic sequences (e.g., stunts, tumbling, balance)
- create and perform dance (e.g., aerobic, line, folk, social, artistic, square)
- develop and perform rhythmic activities and movement sequences (e.g., aerobic movement, jump rope, jump bands)

## **Student Performance Indicators:**

### **Level 1 - Skills are introduced at this level.**

*At Level 1, the student will:*

- 1.1.1 skip, hop, jump, walk, run, gallop, slide, chase, flee, dodge, turn, twist, roll, balance, transfer weight, stretch, curl, throw, catch, kick, punt, dribble, volley, and strike with proper form
- 1.1.2 dribble a ball with proper form and control while moving
- 1.1.3 refine map reading skills in basic orienteering
- 1.1.4 demonstrate basic tumbling and balance skills
- 1.1.5 participate in teacher directed rhythmic and dance activities

### **Level 2 - Skills are developing; mastery and assessment occur at this level.**

*At Level 2, the student will:*

- 1.2.1 utilize basic locomotor, non-locomotor and manipulative skills in game situations
- 1.2.2 dribble a ball while preventing an opponent from stealing the ball
- 1.2.3 use a map and/or compass in orienteering activities
- 1.2.4 perform a sequence combining basic tumbling and balance moves



1.2.5 create and perform a variety of dance and rhythmic movement sequences

**Level 3 - Students are proficient at this level.**

*At Level 3 the student will:*

1.3.1 proficiently utilize locomotor, non-locomotor and manipulative skills to participate in individual and group activities

1.3.2 participate in a game of basketball displaying proper skills and offensive/defensive strategies

1.3.3 design and follow an orienteering course

1.3.4 create and perform a floor routine using advanced tumbling, balance and rhythmic skills

1.3.5 design and proficiently perform a dance and/or rhythmic routine

*Modification and extensions need to be made to meet the individual abilities of all students.*

**Standard: Movement Principles and Concepts**

**Grade Level Expectation:** A physically educated person demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Checks for Understanding:** To achieve the following Checks for Understanding refer to the Student Performance Indicators Levels 1-3.

*The student will:*

- identify principles of practice and conditioning that enhance movement performance
- participate in goal-setting for improvement in individual and team activities
- understand and apply offensive, defensive, and transition strategies in various activities
  
- follow rules and procedures designed for safe participation
- demonstrate the correct use of physical education equipment
- understand and apply balance and weight transfer concepts
- seek and apply information from a variety of sources to guide and improve performance

**Student Performance Indicators:**

**Level 1 - Skills are introduced at this level**

*At Level 1, the student will:*

2.1.1 demonstrate proper warm-up and cool-down techniques

2.1.2 understand importance of goal setting

2.1.3 understand some game tactics involved in playing tennis

2.1.4 identify ready position

2.1.5 follow teacher-directed cues to improve the volleyball serve, pass and spike

**Level 2 - Skills are developing; mastery and assessment at this level.**

*At Level 2, the student will:*

2.2.1 identify reasons for using proper warm-up and cool-down techniques

2.2.2 set goals, plan and implement the steps to achievement

2.2.3 practice offensive, defensive and transition strategies while playing tennis

2.2.4 understand how ready position relates to balance and weight transfer in various activities

2.2.5 utilize a peer checklist to evaluate the volleyball serve, pass and spike

**Level 3 - Students are proficient at this level.**

*At Level 3, the student will:*

2.3.1 apply proper warm-up and cool-down techniques specific to the activity, game, or sport

2.3.2 reflect and expand on set goals

2.3.3 utilize various strategies to achieve success in a tennis contest

2.3.4 successfully transition from the ready position into the execution of a skill

2.3.5 observe and describe the characteristics that enable success in the serve, pass and spike of a volleyball team

*Modification and extensions need to be made to meet the individual abilities of all students.*

**Standard: Physical Activity**

**Grade Level Expectation:** A physically educated person participates regularly in physical activity.

**Checks for Understanding:** To achieve the following Checks for Understanding refer to the Student Performance Indicators Levels 1-3.

*The student will:*

- understand the importance of daily physical activity

- understand the daily requirements for physical activity
- participate regularly in a variety of physical activities in both school and non-school settings
- participate in lifelong physical activities (e.g. outdoor, leisure, fitness)
- participate in individual, group, and/or family oriented physical activities
- identify and utilize available community resources that promote an active lifestyle (e.g. community centers, YMCA, local gyms, parks)

### **Student Performance Indicators:**

#### **Level 1 - Skills are introduced at this level.**

*At Level 1, the student will:*

- 3.1.1 list the benefits of daily physical activity
- 3.1.2 list the requirements for daily physical activity
- 3.1.3 participate in a physical education class
- 3.1.4 play soccer in physical education class
- 3.1.5 list community resources that promote an active lifestyle

#### **Level 2 - Skills are developing; mastery and assessment at this level.**

*At Level 2, the student will:*

- 3.2.1 define the importance of daily physical activity
- 3.2.2 fulfill the minimum requirements for daily physical activity
- 3.2.3 participate in physical activity in and out of physical education class
- 3.2.4 play soccer in and out of physical education class
- 3.2.5 compare the programs of two or more community resources that promote active lifestyles

#### **Level 3 - Students are proficient at this level.**

*At Level 3, the student will:*

- 3.3.1 develop a personal plan for daily physical activity
- 3.3.2 exceeds the minimum requirements for daily physical activity
- 3.3.3 participate in physical activity regularly (five or more times per week) in and outside of physical education class
- 3.3.4 join a recreational or competitive soccer team
- 3.3.5 regularly use a community resource as a part of an active lifestyle

*Modification and extensions need to be made to meet the individual abilities of all students.*

**Standard: Physical Fitness**

**Grade Level Expectation:** A physically educated person achieves and maintains a health-enhancing level of physical fitness.

**Checks for Understanding:** To achieve the following Checks for Understanding refer to the Student Performance Indicators Levels 1-3.

*The student will:*

- explore and participate in a variety of health-related fitness activities
- understand and apply basic principles of training (frequency, intensity, time and type) to develop personal goals and improve physical fitness
- participate in a personal fitness plan to enhance physical fitness (e.g. fitness logs, online journals)
- understand the relationship and long-term benefits of physical fitness to body systems
- demonstrate proper warm-up, conditioning and cooling down techniques
- participate in moderate to vigorous activity for a sustained period of time while maintaining a target heart rate
- demonstrate activities to improve and maintain muscular strength and endurance, flexibility, cardio-respiratory endurance and body composition
- evaluate and measure personal fitness levels (e.g. PRE, fitness testing, heart-rate monitoring)

**Student Performance Indicators:**

**Level 1 - Skills are introduced at this level.**

*At Level 1, the student will:*

- 4.1.1 participate in moderate to vigorous physical activity in the physical education setting
- 4.1.2 define the F.I.T.T. principle
- 4.1.3 complete a teacher-guided fitness log
- 4.1.4 discuss the value of appropriate warm-up, conditioning and cool-down in physical activity
- 4.1.5 find pulse and calculate target heart rate
- 4.1.6 understand the components of physical fitness
- 4.1.7 complete a formal physical fitness test

**Level 2 - Skills are developing; mastery and assessment at this level.**

*At Level 2, the student will:*

- 4.2.1 participate in moderate to vigorous physical activity in a variety of settings

- 4.2.2 incorporate the F.I.T.T. principle into physical activity
- 4.2.3 maintain a personal fitness log
- 4.2.4 engage in and discuss the techniques of proper warm-up, conditioning and cool-down in physical activity
- 4.2.5 work in target heart rate zone for a sustained period of time
- 4.2.6 incorporate the components of fitness into a personal fitness plan
- 4.2.7 satisfy the minimum requirements for each component of a formal fitness test

**Level 3 - Students are proficient at this level.**

*At Level 3, the student will:*

- 4.3.1 explore a variety of new physical activities for personal interest in and out of the physical education setting (e.g. engages in out of school activities which enhance the quality of life as measured by health related and skill related fitness)
- 4.3.2 use the F.I.T.T. principle to improve personal fitness level
- 4.3.3 design an appropriate daily fitness plan to meet personal fitness goals
- 4.3.4 model the correct techniques for proper warm-up, conditioning and cool-down activities
- 4.3.5 work in target heart rate zone for a minimum of 20 minutes, three times per week
- 4.3.6 set personal goals for each fitness component to improve overall fitness
- 4.3.7 interpret the results of information generated by formal measures of physical fitness

*Modification and extensions need to be made to meet the individual abilities of all students.*

**Standard: Personal and Social Responsibility**

**Grade Level Expectation:** A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Checks for Understanding:** To achieve the following Checks for Understanding refer to the Student Performance Indicators Levels 1-3.

*The student will:*

- understand that participating in games and sports can enhance social interaction
- perform a variety of activities that promote social interaction and self-expression
- work cooperatively within a group to achieve group goals in competitive and cooperative settings
- cooperate with peers of a diverse population during physical activity
- demonstrate the importance of team work, sportsmanship and fair play

- follow rules and procedures designed for safe participation
- make appropriate decisions to resolve conflicts arising from the influence of peers

**Student Performance Indicators:**

**Level 1 - Skills are introduced at this level.**

*At Level 1, the student will:*

- 5.1.1 identify the social benefits of participation
- 5.1.2 cooperate respectfully with peers of a diverse population
- 5.1.3 make responsible decisions when applying rules, procedures, and etiquette
- 5.1.4 recognize potential conflicts and means of prevention

**Level 2 - Skills are developing; mastery and assessment at this level.**

*At Level 2, the student will:*

- 5.2.1 engage in physical activity to achieve social interaction
- 5.2.2 work cooperatively with a group to achieve group goals in competitive as well as cooperative settings
- 5.2.3 displays acceptance of decisions regarding a personal rule infraction without displaying negative reactions toward others
- 5.2.4 resolves conflicts and accepts decisions of judgment in socially acceptable ways

**Level 3 - Students are proficient at this level.**

*At Level 3, the student will:*

- 5.3.1 seek out peers in physical activity to achieve social interaction
- 5.3.2 willingly include others of a diverse population inside and outside the school environment
- 5.3.3 model good sportsmanship principles inside and outside of the school environment
- 5.3.4 resolve interpersonal conflicts with sensitivity to the rights and feelings of others

*Modification and extensions need to be made to meet the individual abilities of all students.*

**Standard:                      Affective Concepts**

**Grade Level Expectation:** A physically educated person values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**Checks for Understanding:** To achieve the following Checks for Understanding refer to the Student Performance Indicators Levels 1-3.

*The student will:*

- recognize the lifelong health benefits of participation in physical activity
- understand the benefits of participating in a variety of activities that provide opportunities for enjoyment, satisfaction and self-expression
- enjoy learning new and challenging physical activities
- recognize physical activity as a positive opportunity for social and group interaction
- understand how attitudes and values are developed through games and sports
- evaluate and demonstrate ways individuals maintain a degree of fitness throughout life
- recognize that physical activity provides opportunities for problem solving, decision making, and risk-taking
- value knowledge, skills and safety practices related to lifelong physical activities (e.g. water activities, outdoor adventure, cycling)

**Student Performance Indicators:**

**Level 1 - Skills are introduced at this level.**

*At Level 1, the student will:*

- 6.1.1 identify the benefits of participating in individual and/or group physical activity
- 6.1.2 describe ways to use the body and movement to communicate ideas and feelings
- 6.1.3 understand the importance of a positive attitude while participating in physical activity
- 6.1.4 identify activities that enhance lifelong fitness
- 6.1.5 identify strategies used to solve problems in a team building game
- 6.1.6 recognize that cycling rules exist for personal safety

**Level 2 - Skills are developing; mastery and assessment at this level.**

*At Level 2, the student will:*

- 6.2.1 appreciate the benefits of participating in individual and/or group physical activity
- 6.2.2 model ways to use the body and movement to communicate ideas and feelings
- 6.2.3 exhibit personal values gained from participation in physical activity
- 6.2.4 select physical activities that meet individual fitness needs throughout life
- 6.2.5 recognize that working cooperatively within a group will provide opportunities for problem solving, decision making, and risk-taking
- 6.2.6 voluntarily follow the rules for cycling

### **Level 3 - Students are proficient at this level.**

*At Level 3, the student will:*

- 6.3.1 analyze selected physical activities for social, emotional and health benefits
- 6.3.2 appreciates the aesthetic and creative aspects of skilled performance in others and self
- 6.3.3 express enjoyment and positive social behavior that serves as a model for others
- 6.3.4 analyze various activities to make conscious decisions regarding participation for lifelong fitness
- 6.3.5 reflect and discuss various strategies used in problem solving, decision making, and risk-taking
- 6.3.6 volunteer at a bicycle rodeo

*Modification and extensions need to be made to meet the individual abilities of all students.*

#### **Resources:**

*Several web sites are listed in this document. These sites are listed as service only to identify potentially useful ideas for teaching and learning. Tennessee Department of Education is not responsible for maintaining these external web sites, nor does the listing of these sites constitute or imply endorsement of their content. The responsibility to evaluate these sites rests with the user. Please note web site addresses were confirmed as accurate at the time of publication but are subject to change.*

Action for Healthy Kids ([www.actionforhealthykids.org](http://www.actionforhealthykids.org))  
American Association of Health, Physical Education, Recreation, and Dance ([www.aahperd.org](http://www.aahperd.org))  
American College of Sports Medicine ([www.acsm.org](http://www.acsm.org))  
American Heart Association ([www.americanheart.org](http://www.americanheart.org))  
Center For Disease Control ([www.cdc.gov](http://www.cdc.gov))  
CNN News Health Section ([www.cnn.com/HEALTH/index.html](http://www.cnn.com/HEALTH/index.html))  
Cooper Institute for Aerobic Research ([www.cooperaerobics.com](http://www.cooperaerobics.com))  
Cooper Wellness ([www.cooperwellness.com](http://www.cooperwellness.com))  
Delavier, Frederic. Strength Training Anatomy. Human Kinetics, 2001.  
Discovery Health ([www.discovery.health.com](http://www.discovery.health.com))  
Fitness Central ([www.fitnesscentral.com](http://www.fitnesscentral.com))  
Fitness Link—The Health & Fitness Source ([www.fitness.com](http://www.fitness.com))  
Gallagher-Mundy, Chrissie. Exercise Ball for Beginners. Harper Collins Publishers, 2004.  
Get Active, Stay Active ([www.getactivestayactive.com](http://www.getactivestayactive.com))  
Health Teacher ([www.healthteacher.com](http://www.healthteacher.com))  
Healthy Kids ([www.healthykids.com](http://www.healthykids.com))  
How Stuff Works—Your Body ([www.howstuffworks.com/category.htm?cat=Body](http://www.howstuffworks.com/category.htm?cat=Body))  
National Association for Sport and Physical Education ([www.aahperd.org/naspe-main.html](http://www.aahperd.org/naspe-main.html))  
National Institute of Health ([www.nih.gov](http://www.nih.gov))  
National Wellness Institute ([www.wellnessnwi.org](http://www.wellnessnwi.org))  
PE Central ([www.pecentral.com](http://www.pecentral.com))  
PE Links 4 You ([www.pelinks4u.org](http://www.pelinks4u.org))  
Sport Specific ([www.sportsspecific.com](http://www.sportsspecific.com))



Surgeon General's Report ([www.cdc.gov/nccdphp/sgr/ataglan.html](http://www.cdc.gov/nccdphp/sgr/ataglan.html))

Tennessee Association for Health, Physical Education, Recreation and Dance ([www.tahperd.us](http://www.tahperd.us))

The Physician & Sports Medicine ([www.physsportsmed.com](http://www.physsportsmed.com))

The Teacher's Corner ([www.theteacherscorner.net](http://www.theteacherscorner.net))

# Physical Education: Grades 9-12

**Standard:**                      **Motor Skills and Movement Patterns**

**Course Level Expectation:** A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Checks for Understanding:** To achieve the following Checks for Understanding refer to the Student Performance Indicators Levels 1-3.

*The student will:*

- demonstrate competency in basic and advanced motor skills and tactics in three or more of the following categories: aquatics, dance, fitness activities, individual/dual sports, outdoor pursuits, leisure pursuits self-defense, team sports and cooperative games/activities
- perform motor skills and movement patterns necessary to participate in a variety of physical activities
- perform appropriate offensive and defensive skills in a variety of individual/dual and team activities that are developmentally appropriate (e.g., badminton, basketball, soccer, pickleball, ultimate Frisbee, volleyball)

**Student Performance Indicators:**

**Level 1 – Skills are introduced at this level.**

*At Level 1, the student will:*

- 1.1.1. demonstrate basic motor skills in three or more of the following categories: aquatics, dance, fitness activities, individual/dual sports, outdoor pursuits, leisure pursuits, self-defense, team sports and cooperative games/activities
- 1.1.2 demonstrate basic manipulative skills in a variety of physical activities (e.g., throwing, catching, kicking)
- 1.1.3 demonstrate basic movement patterns in a variety of physical activities
- 1.1.4 perform basic body movements that require muscle control to include balance, jumping and landing, changing directions and combining skills that are continuous
- 1.1.5 recognize biomechanical principles of human movement

## **Level 2 – Skills are developing; mastery and assessment occur at this level.**

*At Level 2, the student will:*

- 1.2.1 demonstrate offensive and defensive strategies in individual/dual and team sports
- 1.2.2 implement previously learned skills into game situations (e.g., serve, return, pass, receiving)
- 1.2.3 practice skill-related components of physical fitness (i.e., reaction time, balance, agility, coordination, power, speed)
- 1.2.4 modify and adapt motor movements to a specific physical activity (e.g., fitness activities, rhythmic activities, individual or team sports, recreational pursuits)
- 1.2.5 consistently perform skills and strategies at a basic level of competency
- 1.2.6 demonstrate competency in the basic skills of adventure/outdoor education activities
- 1.2.7 demonstrate biomechanical principles that apply to the development of motor skills (e.g., extension, flexion, abduction, adduction, pronation, supination)

## **Level 3 – Students are proficient at this level.**

*At Level 3, the student will:*

- 1.3.1 demonstrate the ability to apply advanced motor skills and movement patterns relative to advanced eye-hand/foot coordination and high levels of strategy
- 1.3.2 demonstrate proficient movement patterns in a variety of physical activities (e.g., aquatics, dance and rhythms, individual, dual, and team sports, fitness activities)
- 1.3.3 exhibit advanced offensive, defensive and transition strategies in a variety of physical activities
- 1.3.4 analyze biomechanical principles while performing physical activities. (e.g., analysis of a tennis swing, analysis of shooting a basketball)

### **Sample Task #1:** *Racquet skills that develop hand-eye coordination*

- Each student has a racquet and a ball or shuttlecock.
- Using the forehand grip, students will hit a ball or shuttlecock continuously into the air for a designated number of times.
- Students should attempt to hit the ball or shuttlecock above their head.
- Students may repeat this task using a backhand grip and/or alternating grips.

### **Sample Task #2:** *Titan Ball (Also known as Aerobic Ball or Gator Ball)*

- Equipment: Deflated volleyball, gym floor with basketball goals.
- Game: This game is similar to basketball and ultimate Frisbee. Teams try to score on the basketball goals while the other team is trying to prevent them from scoring. Students may not dribble or run with the volleyball. In order to move the ball up the court, players must pass the ball to teammates. This is a non-contact sport. Players may not take the ball out of another player's hand nor may they try to knock

it out of the player's hand. You must give the player an arm's length distance when guarding. No double teaming and no zone play; players must guard a person. Fouls may be called as in basketball if play becomes too rough or aggressive. No free throws; offending player's team must give up possession of the ball.

*Modification and extensions need to be made to meet the individual abilities of all students.*

**Standard:**                      **Cognitive Concepts**

**Course Level Expectation:** The student will demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Checks for Understanding:** To achieve the following Checks for Understanding refer to the Student Performance Indicators Levels 1-3.

*The student will:*

- apply an understanding of motor skills, movement patterns and strategies as they relate to the learning and performance of physical activities
- execute procedures, rules and etiquette as they relate to the learning and performance of physical activities
- utilize content knowledge to achieve and maintain physical fitness
- understand the implications of and the benefits from involvement in physical activities
- demonstrate safety practices and use equipment appropriately when participating in various physical activities
- understand the principles of exercise physiology and nutrition to avoid injury and enhance physical fitness
- understand the effects of chemical substance on physical activity participation (e.g., caffeine, steroids, alcohol, tobacco, illicit drugs, over the counter drugs)
- distinguish fact from fallacy as related to fitness products, fitness services and marketing

**Student Performance Indicators:**

**Level 1 – Skills are introduced at this level.**

*At Level 1, the student will:*

- 2.1.1 understand and identify safety procedures
- 2.1.2 understand and identify appropriate use of equipment
- 2.1.3 define health-related physical fitness
- 2.1.4 define skill-related physical fitness
- 2.1.5 explain the benefits of physical activity participation
- 2.1.6 understand the importance of a proper warm-up and cool-down to avoid injury and enhance physical performance

- 2.1.7 recognize that chemical substances have adverse effects on physical performance
- 2.1.8 discuss basic rules and history of a variety of physical activities (i.e., weight training, volleyball, ultimate Frisbee, soccer)
- 2.1.9 identify myths and facts regarding fitness products, fitness services and marketing

**Level 2 – Skills are developing; mastery and assessment occur at this level.**

*At Level 2, the student will:*

- 2.2.1 practice safety procedures and appropriate use of equipment when participating in a variety of physical activities
- 2.2.2 understand health-related components of physical fitness and how they relate to overall health and well-being (i.e., cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition)
- 2.2.3 understand skill-related components of physical fitness and how they affect physical performance (i.e., balance, coordination, reaction time, power, speed, agility)
- 2.2.4 differentiate low, moderate, and high impact exercises
- 2.2.5 design a personal fitness plan based on the FITT principle (Frequency, Intensity, Time, Type)
- 2.2.6 explain appropriate tactical decisions in a game situation
- 2.2.7 compare a physically fit person to a sedentary person (e.g., body weight, mental health, blood pressure, life expectancy)
- 2.2.8 identify physical activities that lead to a higher degree of physical fitness
- 2.2.9 explain the interrelationships among the physical, emotional, mental and social factors that affect performance
- 2.2.10 understand myths and facts regarding fitness products, fitness services, and marketing

**Level 3 – Students are proficient at this level.**

*At Level 3, the student will:*

- 2.3.1 develop an appropriate conditioning program for a self-selected game or activity for lifetime engagement
- 2.3.2 analyze which training and conditioning practices have the greatest impact on skill acquisition and performance
- 2.3.3 understand the inherent risks associated with physical activity in extreme environments (e.g., dehydration, heat-exhaustion, over-exertion, hypothermia)
- 2.3.4 analyze the effects of regular participation in moderate to vigorous physical activity relative to improved overall health (e.g., stress management, disease prevention, weight management)

2.3.5 assess strategies needed to achieve specific effects/outcomes in a variety of physical activities

2.3.6 assess the potential outcome of a personal fitness plan

2.3.7 apply knowledge of skills to design new activities (e.g., dance/ rhythmic activities, games)

2.3.8 develop and organize a tournament (e.g., single-elimination, double-elimination, round-robin, ladder)

### **Sample Task #1: *Smoking Aerobics***

- Materials/Facility: Drinking Straws, large area (gym floor or hallway)
- Begin by having students check their heart rate. Next, students will walk at a high intensity for 2-3 minutes and then re-check heart rate. Have students describe how they felt at the end of activity. Then, have students walk at a high intensity for 2-3 minutes again; however, this time students may only breathe through straws. Students must try to exercise at the same intensity as before. Students should re-check heart rate. Have the students describe how they felt at the end of the activity and how discuss how smoking affects activity.

### **Sample Task #2: *Nutrition Report – Fruit/Vegetable***

- Students work in pairs and choose a fruit or vegetable. Each pair of students will select a different fruit or vegetable and research the following:
  - Calories per serving and determine what is considered a serving.
  - Identify long term and short term health benefits.
  - Does it aid or prevent any health issues?
  - Explain how the fruit or vegetable can improve physical performance.
  - Bring to class the fruit, vegetable or a healthy recipe including the food for the class.
- The information gathered by each pair will be presented to the class.
- The purpose of this task is to reinforce the value of good nutrition on physical performance and quality of life. It also serves as a reminder to provide healthy snacks throughout the day.

*Modification and extensions need to be made to meet the individual abilities of all students.*

**Standard:**                      **Active Lifestyle**

**Course Level Expectation:** The student will participate regularly in physical activity.

**Checks for Understanding:** To achieve the following Checks for Understanding refer to the Student Performance Indicators Levels 1-3.

*The student will:*

- participate daily in physical activities in both school and non-school settings in order to achieve and maintain a healthy, active lifestyle
- understand factors that impact participation in physical activity
- select and participate in physical activities that provide enjoyment and challenge
- regularly assess personal physical activity level
- apply principles of exercise physiology and nutrition to avoid injury and enhance physical fitness

## **Student Performance Indicators:**

### **Level 1 – Skills are introduced at this level.**

*At Level 1, the student will:*

- 3.1.1 participate in physical activity during their leisure time
- 3.1.2 participate in developmentally appropriate aerobic and anaerobic exercises
- 3.1.3 engage in proper warm-up and cool-down procedures
- 3.1.4 identify factors that impact participation in physical activity (e.g., health status, facilities, equipment, environment)
- 3.1.5 identify daily physical activities
- 3.1.6 understand the importance of nutrition on health and well-being

### **Level 2 – Skills are developing; mastery and assessment occur at this level.**

*At Level 2, the student will:*

- 3.2.1 recognize the benefits of a healthy lifestyle and the consequences of poor nutrition and inactivity
- 3.2.2 identify and utilize available community resources that promote an active lifestyle (e.g., YMCA, American Heart Association, local gyms, wellness centers)
- 3.2.3 participate in a variety of non-structured and minimally organized physical activities outside of physical education
- 3.2.4 monitor physical activity through the use of an activity log

### **Level 3 – Students are proficient at this level.**

*At Level 3, the student will:*

- 3.3.1 monitor physical activity through the use of a pedometer, heart rate monitor, and/or physical activity log or other appropriate technology
- 3.3.2 accumulate on most days a recommended number of minutes of moderate to vigorous physical activity outside of physical education class
- 3.3.3 understand the ways in which personal characteristics, personal lifestyles, and activity preferences will change over a lifespan
- 3.3.4 analyze the benefits of regular participation in physical activity (i.g., explain the benefits of exercise how it relates to stress management)
- 3.3.5 refine skills, expand knowledge, cultivate interests, and strengthen desire to independently

maintain an active lifestyle

**Sample Task #1: Physical Activity Log**




Physical Activity Log

Name \_\_\_\_\_

Class Period \_\_\_\_\_

Guidelines:

- You must exercise with a parent(s) or guardian(s)
- You must log all exercise types and durations
- You are allowed to use any type of physical exercise
- You are allowed to exercise in any time periods that you choose
- Your total exercise time must total 5 hours
- You will receive 1 point for each hour of exercise
- Parent or guardian must sign verifying each exercise
- You have 3-weeks to complete the project (insert date)

| Date | Type of Exercise<br> | Time spent exercising<br> | Parent's Signature<br> |
|------|---|--|---|
|      |   |  |   |
|      |   |  |   |

**Sample Task #2: Orienteering**

- Provide a variety of opportunities to demonstrate the use of a compass and map reading skills during orienteering activities
- Pedometers and timers (stopwatch) may be incorporated
- Students could sign their name and record their time and steps at each check-in station
- Teacher will need to set up course in advance

*Modification and extensions need to be made to meet the individual abilities of all students.*

**Standard:** Health Related Physical Fitness

**Course Level Expectation:** The student will achieve and maintain a health-enhancing level of physical fitness.

**Checks for Understanding:** To achieve the following Checks for Understanding refer to the Student Performance Indicators Levels 1-3.

*The student will:*

- identify the anatomy and the functions of the muscular, skeletal, and cardiovascular systems
- identify and define concepts of physical fitness
- describe and apply principles related to physical activity
- apply proper safety practices when participating in physical activity (e.g., warm-up, cool down)



- participate in developmentally appropriate physical activities that improve and maintain health-related fitness (i.e., cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition)
- develop challenging, yet attainable, personal short-term and long-term fitness goals
- develop, implement and assess a personal fitness plan designed to achieve and maintain a higher level of health-related physical fitness
- practice the basic principles of exercise physiology and proper nutrition to avoid injury and enhance physical fitness

**Student Performance Indicators:**

**Level 1 – Skills are introduced at this level.**

*At Level 1, the student will:*

- 4.1.1 identify the major muscles of the muscular system (e.g., quadriceps, hamstring, bicep, tricep, deltoid, latissimus dorsi, gastrocnemius)
- 4.1.2 identify the major bones of the skeletal system (e.g., femur, fibula, tibia, humerus, ulna, sternum, skull, ribs)
- 4.1.3 identify the anatomy of the heart (e.g., chambers, valves, arteries, veins)
- 4.1.4 define basic fitness terminology (e.g., aerobic, anaerobic, metabolism, target heart rate, resting heart rate, warm-up, cool down, FITT, physical fitness, health-related physical fitness, skill-related physical fitness)
- 4.1.5 recognize the relationship among calories, metabolism, and energy
- 4.1.6 describe the social, emotional, mental and physical benefits of being physically fit
- 4.1.7 examine society's view of a fit person to an unfit person
- 4.1.8 recognize and apply proper warm-up and cool-down procedures
- 4.1.9 identify resting, maximum, target and recovery heart rate

**Level 2 – Skills are developing; mastery and assessment occur at this level.**

*At Level 2, the student will:*

- 4.2.1 identify the functions of the major muscles of the muscular system (e.g., quadriceps – extensor, hamstring –flexor)
- 4.2.2 identify the functions of the major bones of the skeletal system (e.g., stabilize muscles, protect internal organs, provide support)
- 4.2.3 identify the functions of the heart (e.g., circulates blood, nutrients and oxygen to the body, path of blood flow through the heart)

- 4.2.4 differentiate aerobic and anaerobic exercise and provide examples of each
- 4.2.5 identify and define concepts of health-related physical fitness (i.e., cardiovascular endurance, muscular endurance, muscular strength, flexibility and body composition)
- 4.2.6 identify and define concepts of skill-related physical fitness (i.e., balance, agility, power, speed, coordination and reaction time)
- 4.2.7 differentiate health-related and skill-related physical fitness
- 4.2.8 understand how caloric intake, metabolism and energy expenditure affect body composition
- 4.2.9 compare a physically fit person to a sedentary person (e.g., body weight, mental health, blood pressure, life expectancy)
- 4.2.10 design a personal fitness plan using the FITT principle (i.e., frequency, intensity, time, type, progressive overload principle)
- 4.2.11 describe and calculate resting, maximum, target heart rate and recovery rate
- 4.2.12 define and differentiate isotonic, isometric and isokinetic exercises
- 4.2.13 differentiate low and high impact exercises (e.g., low – swimming and elliptical trainer, high – running, step aerobics)
- 4.2.14 differentiate low, moderate, and high intensity exercises (e.g., low – 60% of maximum heart rate, moderate 70-75% of maximum heart rate, 80-90% of maximum heart rate)
- 4.2.15 examine common injuries associated with exercise
- 4.2.16 identify current fitness products

**Level 3 – Students are proficient at this level.**

*At Level 3, the student will:*

- 4.3.1 practice skills associated with different health-related fitness activities
- 4.3.2 use results of fitness assessments to guide changes in a personal program of fitness and physical activity
- 4.3.3 analyze a friend's personal fitness plan and make suggestions for improvement
- 4.3.4 discuss drugs, techniques and fads associated with fitness and conditioning
- 4.3.5 examine current fitness products
- 4.3.6 examine sports and activities that lead to a high degree of fitness

**Sample Task #1: Developing a Fitness Plan**

- Students will complete this project in small groups. Present the following scenario to each group: You own a local fitness facility and your main clients will be those who are most concerned with health-

related fitness. Your group's goal is to develop a fitness program that will meet the needs of your current client base. Students must include all health-related components: cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition. Each group must develop a presentation that will "wow" the clients that visit their fitness facility. Groups may choose to complete this assignment by developing a powerpoint presentation, creating a fitness magazine, or developing a fitness video.

- An exercise program consists of three parts: warm-up, fitness activity (cardiovascular endurance and muscular strength and endurance), and cool-down.
- Requirements for the Fitness Plan presentation: Each section must include 3-5 visuals that could include photos from the internet, magazines, or groups members engaged in the actual activity.
- Decide on a warm-up session that is appropriate for your target group. This warm-up must include 8 stretches and include the names of the muscles groups that each stretch is targeting.
- Develop a cardiovascular work-out that is aerobic in nature.
- Develop a muscular strength program that includes both 5 upper and 5 lower body exercises and specify if the exercises are for gaining strength or for toning muscles.
- Develop a cool-down that includes 10 stretches with the names of the muscle groups that each stretch is targeting.
- Student resources for project:
  - Muscle and Fitness Magazine
  - Flex Magazine
  - Prevention Magazine
  - Muscle Magazine
  - Runner's World Magazine
  - Her Sport Magazine
  - [www.active.com](http://www.active.com)
  - [www.runnersworld.com](http://www.runnersworld.com)
  - [www.prevention.com](http://www.prevention.com)
  - [www.trinewbies.com](http://www.trinewbies.com)

### **Sample Task #2:** *Student-designed Circuit Training*

- Assign students to small groups (5-7 students per group).
- Each group will develop a physical activity circuit involving at least 6 stations.
- Each station must include a physical activity illustrating either a skill-related component or health-related component of fitness. (e.g., agility, balance, coordination, flexibility, muscular strength, cardiovascular endurance)
- Each group will explain their circuit training activity to the entire class.
- Participation at each station should last at least one minute.
- All students will participate in the circuit training activity.

*Modification and extensions need to be made to meet the individual abilities of all students.*

### **Standard: Personal and Social Behavior**

**Course Level Expectation:** The student will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

**Checks for Understanding:** To achieve the following Checks for Understanding refer to the Student Performance Indicators Levels 1-3.

*The student will:*

- accept diversity in a variety of physical activity settings (i.e., ability level, cultural background, gender, interest, age)
- demonstrate leadership by holding themselves and others accountable for safety practices, rules, procedures and etiquette in all physical activity settings
- participate in physical activities with people of different genders, ages, backgrounds, interests and abilities
- exhibit conflict resolution skills
- accomplish individual and group goals in both competitive and cooperative activities
- exhibit positive personal and social behaviors (i.e., best effort, responsibility, compassion, initiative, cooperation)

**Student Performance Indicators:**

**Level 1 – Skills are introduced at this level.**

*At Level 1, the student will:*

- 5.1.1 acknowledge good play from an opponent during competition
- 5.1.2 accept success and performance limitations of self and others
- 5.1.3 display independent, responsible behaviors (e.g., safety procedures, appropriate use of facilities and equipment, following rules, encourage others)
- 5.1.4 demonstrate ethical behavior in physical activity settings
- 5.1.5 act independently of negative peer pressure during physical activity
- 5.1.6 participate in cooperative learning activities
- 5.1.7 recognize the role of the leader and follower within a group in order to achieve physical activity goals
- 5.1.8 demonstrate positive attitudes towards self and others through verbal and nonverbal behaviors

**Level 2 – Skills are developing; mastery and assessment occur at this level.**

*At Level 2, the student will:*

- 5.2.1 respond to challenges, successes and failures in socially appropriate ways as a player or spectator
- 5.2.2 apply etiquette and encourage others to exhibit etiquette in all physical activity settings
- 5.2.3 provide support and encouragement for classmates

- 5.2.4 identify the social and emotional benefits of participating in physical education (e.g., stress relief, friends, relaxation)
- 5.2.5 resolve conflict and accept decisions of judgment in socially acceptable ways (e.g., teachers, officials, peer leaders)
- 5.2.6 implement strategies for inclusion of others into physical activities
- 5.2.7 understand and demonstrate the importance of team work, sportsmanship and fair play
- 5.2.8 exhibit appropriate cooperative learning techniques in small, medium and large group settings (e.g., serving as a leader, serving as a follower, supporting one another)
- 5.2.9 participate in physical activity that fosters an appreciation of cultural, ethnic, gender and physical diversity

**Level 3 – Students are proficient at this level.**

*At Level 3, the student will:*

- 5.3.1 seek leadership opportunities in physical activity settings (e.g., lead a class activity, organize a community health walk)
- 5.3.2 share a physical activity that is associated with a cultural background of interest
- 5.3.3 create an activity designed to include all class members

**Sample Task #1: Student-designed Dance**

- Students will work in small groups of 6-8 students.
- Each group will develop a specific dance or rhythmic activity that all members will be responsible for learning. (e.g., ethnic dance, line dance, hip-hop, ballroom, ribbons).
- The activity should last 3-5 minutes and will be set to music.
- The members will be responsible for teaching the dance or rhythmic activity to the entire class.

**Sample Task #2: Peer Teaching**

- Divide class into skill stations with 4-5 students/station.
- One student will begin by demonstrating the skill.
- Other students at the skill station will be responsible for correcting that student's technique.
- Each student within the group will take a turn at performing the skill and being critiqued by the other group members before moving to the next station.

*Modification and extensions need to be made to meet the individual abilities of all students.*

**Standard:**                      **Affective Concepts**

**Course Level Expectation:** The student will value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**Checks for Understanding:** To achieve the following Checks for Understanding refer to the Student Performance Indicators Levels 1-3.

*The student will:*

- exhibit a positive attitude toward physical activity and its contribution to a healthy, active lifestyle
- demonstrate a willingness to try new activities for challenge and personal reward
- participate in physical activity either alone or with others during leisure time
- value the importance of participating in physical activity
- make a commitment to include physical activity as an essential part of a healthy lifestyle
- differentiate realistic and idealized body image and performance as portrayed by the media

**Student Performance Indicators:**

**Level 1 – Skills are introduced at this level.**

*At Level 1, the student will:*

6.1.1 identify positive aspects of participation in various physical activities

6.1.2 appreciate participating in individual and/or group physical activities

6.1.3 recognize that both positive and negative attitudes affect feelings about exercise and physical activities

6.1.4 recognize an appreciation for the environment

**Level 2 – Skills are developing; mastery and assessment occur at this level.**

*At Level 2, the student will:*

6.2.1 appreciate the benefits of participating in individual and/or group physical activities

6.2.2 practice ways to protect the environment (e.g., trail etiquette, no littering, preserving plant life)

6.2.3 explore and participate in challenging activities without fear

6.2.4 participate confidently in physical activities

6.2.5 enjoy learning new physical activities

6.2.6 reflect on reasons for choosing to participate in selected physical activities

6.2.7 compare and contrast the unique benefits of various types of activity

6.2.8 accept the differences between the idealized body image and elite performance levels portrayed by

the media and their own individual characteristics and skills

### **Level 3 – Students are proficient at this level.**

*At Level 3, the student will:*

- 6.3.1 explore new activities that meet individual fitness needs
- 6.3.2 create self-rewards for achieving personal fitness/physical activity goals
- 6.3.3 integrate physical activity meaningfully into daily life
- 6.3.4 differentiate intrinsic and extrinsic reasons for participating in physical activity
- 6.3.5 exhibit and indicate enjoyment for aesthetic and creative aspects of skilled performance
- 6.3.6 evaluate how physical activity serves as a vehicle to provide opportunities for self-expression and personal growth
- 6.3.7 analyze employment/career options in fields related to physical activity (e.g., sports management, physical education, exercise physiology, physical therapy, athletic training, recreational therapy)

#### **Sample Task #1: *Presentation of Favorite Game/Activity***

- Students will present their favorite game or activity to the entire class.
- Students will explain why they chose the activity, benefits of the activity, and why they like the activity.
- All students will participate during each student's presentation.

#### **Sample Task #2: *Fitness Goals***

- Students will journal their physical activities.
- Ask students to reflect on reasons for activity participation and to develop fitness goals.
- Students will also create self-rewards for achieving each of their personal fitness goals.

*Modification and extensions need to be made to meet the individual abilities of all students.*

#### **Resources:**

*Several web sites are listed in this document. These sites are listed as service only to identify potentially useful ideas for teaching and learning. Tennessee Department of Education is not responsible for maintaining these external web sites, nor does the listing of these sites constitute or imply endorsement of their content. The responsibility to evaluate these sites rests with the user. Please note web site addresses were confirmed as accurate at the time of publication but are subject to change.*

Action for Healthy Kids ([www.actionforhealthykids.org](http://www.actionforhealthykids.org))

American Association of Health, Physical Education, Recreation, and Dance ([www.aahperd.org](http://www.aahperd.org))

American College of Sports Medicine ([www.acsm.org](http://www.acsm.org))

American Heart Association ([www.americanheart.org](http://www.americanheart.org))

Center For Disease Control ([www.cdc.gov](http://www.cdc.gov))  
CNN News Health Section ([www.cnn.com/HEALTH/index.html](http://www.cnn.com/HEALTH/index.html))  
Cooper Institute for Aerobic Research ([www.cooperaerobics.com](http://www.cooperaerobics.com))  
Cooper Wellness ([www.cooperwellness.com](http://www.cooperwellness.com))  
Delavier, Frederic. Strength Training Anatomy. “Human Kinetics”, 2001.  
Discovery Health ([www.discovery.health.com](http://www.discovery.health.com))  
Fitness Central ([www.fitnesscentral.com](http://www.fitnesscentral.com))  
Fitness Link—The Health & Fitness Source ([www.fitness.com](http://www.fitness.com))  
Gallagher-Mundy, Chrissie. Exercise Ball for Beginners. Harper Collins Publishers, 2004  
Get Active, Stay Active ([www.getactivestayactive.com](http://www.getactivestayactive.com))  
Health Teacher ([www.healthteacher.com](http://www.healthteacher.com))  
Healthy Kids ([www.healthykids.com](http://www.healthykids.com))  
How Stuff Works—Your Body ([www.howstuffworks.com/category.htm?cat=Body](http://www.howstuffworks.com/category.htm?cat=Body))  
National Association for Sport and Physical Education ([www.aahperd.org/naspe-main.html](http://www.aahperd.org/naspe-main.html))  
National Institute of Health ([www.nih.gov](http://www.nih.gov))  
National Wellness Institute ([www.wellnesswi.org](http://www.wellnesswi.org))  
PE Central ([www.pecentral.com](http://www.pecentral.com))  
PE Links 4 You ([www.pelinks4u.org](http://www.pelinks4u.org))  
Sport Specific ([www.sportsspecific.com](http://www.sportsspecific.com))  
Surgeon General’s Report ([www.cdc.gov/nccdphp/sgr/ataglan.html](http://www.cdc.gov/nccdphp/sgr/ataglan.html))  
Tennessee Association for Health, Physical Education, Recreation, and Dance ([www.tahperd.us](http://www.tahperd.us))  
The Physician & Sports Medicine ([www.physsportsmed.com](http://www.physsportsmed.com))  
The Teacher’s Corner ([www.theteacherscorner.net](http://www.theteacherscorner.net))



# **Lifetime Wellness**

## **Grades 9-12**

### **Preface**

As required by the Tennessee State Board of Education's *Rules, Regulations, and Minimum Standards*, Lifetime Wellness teachers across Tennessee developed the *Tennessee Lifetime Wellness Curriculum Standards* for grades nine through twelve. The *Lifetime Wellness Curriculum Standards* includes Course Level Expectations (CLE), Checks for Understanding and Student Performance Indicators (SPI).

### **Philosophy**

Lifetime Wellness is a holistic approach to health and lifetime physical activities in Tennessee high schools. This approach to total wellness encompasses the physical, mental, social, and emotional well-being of the individual.

### **Course Description**

The content of the course includes seven standards: Disease Prevention and Control, Nutrition, Substance Use and Abuse, Mental/Emotional/Social Health, Sexuality and Family Life, Safety and First Aid and Personal Fitness. Each content area is addressed in a classroom and/or physical activity setting. Personal fitness and nutrition should be emphasized and integrated throughout the course. Students are provided opportunities to explore how content areas are interrelated. Students acquire knowledge and skills necessary to make informed decisions regarding their health and well-being throughout their lifetime.

### **Organization**

1. Course Level Expectations (CLE) – Course Level Expectations do not indicate sequence, define the teaching strategies by which topics must be taught or preclude additional topics from being included in courses. Standards contain clear learning expectations.
2. Checks for Understanding – Checks for Understanding are objectives within each standard that the student is required to learn. They are stated in broad terms to accommodate a range of abilities, learning styles and resources.
3. Student Performance Indicators (SPI) – Student Performance Indicators detail the level of achievement for each CLE. There are three levels of student performance indicators.
  - a. Level 1: Prior knowledge
  - b. Level 2: Proficient
  - c. Level 3: Advanced

4. Sample Task – Sample tasks are examples of teaching activities pertinent to the specific standard.
5. (e.g.) – The abbreviation *e.g.* signifies that information listed within parentheses could be addressed. Examples used in learning expectations and performance indicators are not limited to those listed.
6. (i.e.) – The abbreviation *i.e.* signifies that all information listed within parentheses must be addressed.
7. Linkage – Linkage is defined as the correlation with other Lifetime Wellness Learning Expectations. Linkage to other learning expectations in different standards will be in parenthesis. Instructors are encouraged to integrate learning expectations across the Lifetime Wellness Curriculum to emphasize total wellness.

Example: 1.2 determine heredity, environmental and lifestyle factors which place students at risk for disease.  
(Linkage 3.4, 3.5, 3.10, 3.11, 6.10, 6.11, 7.2, 7.3)

8. Integration – Integration is defined as the correlation with other curricular areas.

**Standard:                    Disease Prevention and Control**

**Course Level Expectation:**

The student will identify the causes, signs and symptoms, treatments and prevention of communicable and non-communicable diseases related to total wellness and health maintenance.

**Checks for Understanding:**

**The student will:**

- 1.1     differentiate communicable and non-communicable diseases.  
(Linkage: 6.8)
- 1.2     determine heredity, environmental and lifestyle factors which place the student at risk for disease.  
(Linkage: 3.4, 3.5, 3.10, 3.11, 6.10, 6.11, 7.2, 7.3)
- 1.3     describe different types of pathogens and how they affect health.  
(Linkage: 6.8, 6.12, 7.2, 7.3)
- 1.4     explain causes, modes of transmission, signs and symptoms, treatments and prevention of Communicable diseases (e.g., STIs, HIV/AIDS, mononucleosis).  
(Linkage: 6.8, 6.10, 6.12, 7.2, 7.3)
- 1.5     explain causes, signs and symptoms, treatments and prevention of non-communicable diseases (e.g., obesity, Type I and Type II diabetes, asthma, heart disease).  
(Linkage: 3.4, 3.11)
- 1.6     identify appropriate community agencies providing resources for disease treatment, information and support (e.g., local health department, American Red Cross, American Lung Association, American Heart Association, American Cancer Society, local Crisis Pregnancy Center).  
(Linkage: 7.4)
- 1.7     recognize the need for annual physical exams.  
(Linkage 3.4, 3.5, 3.11, 4.6, 6.5)
- 1.8     identify the physician as a community resource and discuss ways to locate a physician. (e.g., local health departments, insurance provider lists, hospitals, clinics)

## **Student Performance Indicators:**

### ***At Level 1, the student will:***

- review vocabulary (e.g., disease, communicable disease, non-communicable disease, obesity, pathogens, diabetes, asthma, hypertension, hepatitis, immunity, vaccine, STI, HIV/AIDS).
- list common communicable and non-communicable diseases.
- describe behaviors and preventative measures to control the spread of communicable disease.

### ***At Level 2, the student will:***

- list and define the types of pathogens that cause communicable disease (e.g., virus, bacteria, fungi).
- describe how a person can protect himself/herself against the spread of pathogens.
- differentiate the symptoms of the common cold, allergies and the flu.
- identify modes of transmission, signs and symptoms and treatment of STIs.
- discuss healthy behaviors for avoiding STIs.
- differentiate HIV and AIDS.
- describe risk factors and warning signs of cancer, heart disease, hypertension, diabetes and obesity.
- determine when to seek medical care.
- research available community health resources.
- describe the role of immunizations in the prevention of various diseases (e.g., flu, hepatitis, meningitis, measles, mumps, rubella).

### ***At Level 3, the student will:***

- define immune system, T-cells, B-cells and antibodies.
- outline the immune system's response to a pathogen.
- categorize STIs as bacterial, parasitic or viral pathogens.
- discuss risk factors associated with an unhealthy lifestyle.
- discuss the effects of STIs on total wellness.

## **Sample Task #1:**

### **Diabetes**

The purpose of this activity is to identify responsibilities that each individual has toward diabetes control and prevention.

1. Compare and contrast Type I and Type II diabetes. (include causes, body's usage of insulin, treatment)

2. Research the long-term effects of diabetes on an individual. (medical treatment, socio-economic impact)
3. Have each student assess his/her likelihood of developing Type I or Type II diabetes.

### **Sample Task #2:**

#### **HIV or Other STI Transmission Activity**

The purpose of this activity is to demonstrate how one person infected with an STI, HIV or AIDS can put a large number of people at risk for contracting disease.

1. Give each student a 3" x 5" card.
2. Students are given three minutes to obtain the signature of several classmates.
3. One card has a small "x" on the back identifying that person as being infected with an HIV or another STI.
4. The owner of the "x" card is identified and asked to list the names found on the "x" card as those individuals stand.
5. Each student identified on the "x" card writes the students' names found on his/her card until all who have directly or indirectly made contact with the "x" person are listed.

### **Integration**

Biology, Sociology, Psychology, Technology

### **Standard:                    Mental, Emotional and Social Health**

### **Course Level Expectation:**

The student will acquire the knowledge and skills necessary to make informed decisions regarding their mental, emotional and social well-being.

### **Checks for Understanding:**

#### **The student will:**

- 2.1 identify and describe Maslow's Hierarchy of Needs.  
(Linkage: 3.4, 6.2)
- 2.2 describe characteristics of mental, emotional and social health.  
(Linkage: 6.1)
- 2.3 identify various emotions and their effects on the mind and body.  
(Linkage: 1.5, 6.12, 7.6)

- 2.4 explain how to develop and maintain a positive self-concept and high self-esteem.  
(Linkage: 4.8, 6.2, 6.12, 7.2, 7.6, 7.7)
- 2.5 list the factors that affect personality development.  
(Linkage: 6.2, 6.3, 7.2)
- 2.6 recognize stressors and formulate personal stress management techniques.  
(Linkage: 1.5, 4.8, 6.12, 7.2, 7.7)
- 2.7 identify and practice coping, negotiation, delaying and refusal skills.  
(Linkage: 5.2b, 6.7, 6.10, 6.12, 7.5)
- 2.8 describe stages of the grief process.  
(Linkage: 1.5)
- 2.9 identify positive ways of resolving interpersonal conflict.  
(Linkage: 5.2b, 6.1, 6.7, 6.10)
- 2.10 recognize the signs of potential suicide.
- 2.11 examine characteristics of mental disorders.  
(Linkage: 3.5, 6.2, 7.2, 7.3, 7.6)
  - a. anxiety disorders (e.g., phobias, obsessive-compulsive, panic, post-traumatic stress disorders).
  - b. affective disorders (e.g., clinical depression, bipolar disorder).
  - c. personality disorders (e.g., anti-social personality disorder, passive-aggressive personality disorder, schizophrenia).
  - d. eating disorders (e.g., anorexia nervosa, bulimia nervosa)
- 2.12 identify community resources providing information for mental health and suicide prevention.  
(Linkage: 1.6, 7.4)

**Student Performance Indicators:**

***At Level 1, the student will:***

- review vocabulary (e.g., self-esteem, self-concept, personality, defense mechanism, stressor, stress).
- define mental, emotional and social health.

- list characteristics of good mental, emotional and social health.
- identify various emotions.
- list personal stressors.
- list warning signs for suicide.
- distinguish positive and negative ways to resolve interpersonal conflicts.

***At Level 2, the student will:***

- explain Maslow’s Hierarchy of Needs.
- identify characteristics of positive support groups.
- examine the effects of various emotions on the mind and body.
- list factors that shape personality.
- examine ways to develop a positive self-concept and self-esteem.
- explain the contributions of heredity, environment and personal behavior to the development of an individual’s personality.
- discuss signs, symptoms and treatment for depression.
- describe the fight or flight response.
- describe personal stress management techniques.
- identify the stages of grief.
- practice strategies to follow during conflict resolution.
- identify and demonstrate suicide prevention communication skills.
- list resources for mental health assistance.

***At Level 3, the student will:***

- design a plan to improve self-concept.
- discuss the physiological changes which occur during the fight or flight response.
- explain how defense mechanisms are used to deal with stressful situations.
- participate in peer mediation.

**Sample Task #1:**

**Practice Non-abusive Behavior with Others**

The purpose of this activity is to have students work cooperatively to find acceptable ways for their peers to “let off steam”.

1. Role-play conflict situations. Have students react in an abusive manner and then change the ending to a more productive solution.
2. Working in small groups, have each student identify a conflict they continually have with another person (parent, sibling, friend, teacher, etc.) that they would like to change. Give each other ideas on how to resolve personal conflicts.

## **Sample Task #2:**

### **Looking For The Good**

The purpose of this activity is to assist students in building self-esteem by demonstrating how to look for good qualities in others as well as themselves.

1. Provide one zip lock bag per student.
2. Inside each bag is a colored card that reads "I am special" and a stack of blank white cards equal to the number of students in the class.
3. Students write one anonymous, positive comment about each person in the class.
4. The students' comments may relate to physical characteristics, friendship, extra-curricular activities, class work, special abilities, etc.
5. Students travel around the room placing the comment card for each fellow student in the bag lying on that student's desk.
6. Once completed, each student reads the cards in their bag silently and volunteers comments publicly.

### **Integration**

Biology, Psychology, Sociology, Literature

### **Standard:            Nutrition**

### **Course Level Expectation:**

The student will assess the effects of nutritional choices and incorporate strategies that contribute to an improved quality of life.

### **Checks for Understanding:**

#### **The student will:**

- 3.1 identify the six classes of nutrients and describe their functions.
- 3.2 evaluate personal nutritional and energy needs.  
(Linkage: 4.5a)
- 3.3 compare and contrast dietary guidelines (e.g., USDA, Mayo, Harvard).
- 3.4 identify the relationship between healthy eating and total wellness.  
(Linkage: 1.2, 1.5, 2.1, 4.6, 6.5, 6.12, 7.7)
- 3.5 discuss eating disorders and their effects on the total wellness of the individual.  
(Linkage: 1.2, 2.11)



- 3.6 assess personal daily dietary practices to each of the categories to the current USDA Food Guide Pyramid.
- 3.7 interpret information provided on food labels.
- 3.8 identify “fad diets” and their impact on total wellness.
- 3.9 describe food safety including food storage, cooking and sanitation.  
(Linkage: 5.1)
- 3.10 identify factors that influence food choices (e.g., culture, family/friends, advertising, time and money, emotions, taste, spiritual beliefs).  
(Linkage: 1.2, 6.2)
- 3.11 examine the relationship between diet and disease (e.g., obesity, hypertension, diabetes, elevated cholesterol levels).  
(Linkage: 1.2, 1.5)

### **Student Performance Indicators:**

#### ***At Level 1, the student will:***

- review vocabulary (e.g., nutrition, diet, nutrients, calorie, carbohydrates, fats, proteins, vitamins, minerals, atherosclerosis, cholesterol, fiber, high density lipoproteins (HDL), low density lipoproteins (LDL), hypertension, cardiovascular disease, obesity, diabetes, osteoporosis, cancer, plaque, overweight, underweight).
- label the categories in the current USDA Food Guide Pyramid.
- identify eating disorders (e.g., anorexia nervosa, bulimia nervosa, binge eating).
- compare healthy and unhealthy foods.

#### ***At Level 2, the student will:***

- list and describe the six nutrient classifications.
- identify the three nutrients that provide the body with energy (i.e., fats, carbohydrates, proteins).
- examine factors influencing diet.
- identify food sources for each of the classifications of nutrients.
- define each eating disorder and the resulting effects on the body .
- calculate food and energy needs (e.g., caloric need, actual caloric intake and use).
- design a daily menu that meets the goals of the current USDA Food Guide Pyramid.
- describe problems associated with popular fad diets.
- interpret information provided on food labels.
- recognize and assess the effects of advertisements on food choices.
- analyze the relationship between food choices and diseases (e.g., obesity, diabetes, elevated cholesterol levels, colon cancer, hypertension, osteoporosis).
- analyze fast foods and snacks (e.g., fat grams, sugar content, caloric content)

*At Level 3, the student will:*

- analyze the current recommended daily allowance (RDA) guidelines.
- establish the connection between saturated fats and cholesterol with heart disease.
- discuss psychological implications associated with eating disorders.
- assess food safety and handling procedures.

### **Sample Task #1:**

#### **Nutritious Food Party**

The purpose of this activity is to allow students the opportunity to socialize while eating healthy foods.

1. Several days before the Nutritious Food Party, ask students to sign-up to bring one type of nutritious food for their class party. Provide a list of nutritious foods from which students can select.
2. It is not necessary for students to bring enough of their nutritious food for everyone in the class (e.g., if a student selects to bring small bottles of water, he/she should bring six or less, rather than 30).
3. Keep the foods for each class separate to ensure you have enough food for each class (e.g., keep all 1<sup>st</sup> period food together, all 5<sup>th</sup> period food together).
4. Ensure you have refrigerators available for cold items (e.g., low-fat milk, low sugar juice).
5. On the day of the party, ask students to bring all foods to your room before they report to their 1<sup>st</sup> period class. This will give you time to set up the food for the party prior to the arrival of each class.

### **Sample Task #2**

#### **Fat Content**

The purpose of this activity is to show the fat content of different foods.

1. Provide various kinds of food for students to identify (e.g., apple, peanut butter, catsup, potato chips, candy, luncheon meat, cookies, green beans).
2. Rub small amounts of each food on a brown paper bag.
3. Allow paper to dry and see what happens.
4. Help them conclude that food with fat leaves a spot, the more fat in the food the denser the spot and foods without fat will dry without leaving a spot.

### **Integration**

Science, Consumer Science, Math, Art, Social Studies, History

**Standard:                    Personal Fitness**

**Course Level Expectation:**

The student will acquire the knowledge and skills necessary to achieve and maintain a health-enhancing level of personal fitness.

**Checks for Understanding:**

**The student will:**

- 4.1 identify and define concepts of physical fitness
  - a. identify and describe the health-related components of physical fitness (i.e., cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition).
  - b. identify and describe the skill-related components of physical fitness (i.e., balance, reaction time, speed, power, agility, coordination).
- 4.2 identify the anatomy and the functions of the muscular, skeletal and cardiovascular systems.  
(Linkage: 7.2)
- 4.3 describe and apply principles related to physical activity.
  - a. describe and demonstrate proper warm-up and cool-down procedures when participating in physical activity.
  - b. define the training principles of overload, progression, and specificity.
  - c. describe the F.I.T.T. (frequency, intensity, time and type) principle.
  - d. calculate resting, target and maximum heart rate as it relates to personal fitness planning.
- 4.4 apply proper safety practices when participating in physical activity.  
(Linkage: 5.1, 5.2c, 5.2d, 7.2)
- 4.5 analyze and engage in physical activities that are developmentally appropriate and support achievement of personal fitness and activity goals.
  - a. assess individual health-related fitness levels by measuring flexibility, cardiovascular endurance, muscular strength, muscular endurance and body composition using appropriate methods.  
(Linkage: 3.2)

- b. design a personal fitness plan and set goals based on the health-related fitness assessment results that will lead to, or maintain, a satisfactory fitness level.
  - c. select aerobic and anaerobic activities needed for successful participation in lifetime activities (e.g., aerobic walking, circuit training, cycling, dance aerobics, racquet activities, rhythmic movement, rock climbing, rope jumping, rowing, running, skating, snow skiing, step aerobics, strength training, swimming, water aerobics).
  - d. demonstrate improvement in the health-related fitness components.  
(Linkage: 2.4, 6.2, 7.6)
- 4.6 list the health problems associated with inadequate levels of health-related fitness.  
(Linkage: 1.2, 1.5, 3.4, 6.12, 7.6)
- 4.7 distinguish between facts and fallacies as related to fitness products, services and marketing.
- 4.8 discuss the social, emotional, physical and mental benefits associated with participation in physical fitness activities.  
(Linkage: 2.4, 2.6, 6.12, 7.3, 7.7)
- 4.9 identify resources and facilities in the community that promote physical fitness and wellness.

### **Student Performance Indicators:**

#### ***At Level 1, the student will:***

- review vocabulary (e.g., aerobic, anaerobic, metabolism, target heart rate, warm-up, cool down, F.I.T.T., physical fitness, health-related fitness components, skills-related fitness components).
- list and define the health-related components of fitness (i.e., cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition).
- list and define the skill-related components of fitness (i.e., power, agility, balance, speed, coordination, reaction time).
- differentiate health-related and skill-related fitness.

#### ***At Level 2, the student will:***

- describe the social, mental, emotional and physical benefits of being physically fit.
- differentiate aerobic and anaerobic exercise and provide examples of each.
- design a personal fitness plan.
- compare a physically fit person to a sedentary person (e.g., body weight, mental health, blood pressure, life expectancy).

- examine popular fitness products (e.g., shoes, clothing, equipment, foods, sports drinks, facilities).
- define and differentiate isometric, isotonic and isokinetic exercises.
- calculate resting, maximum and target heart rates.
- recognize and apply proper warm-up and cool-down procedures associated with exercise.
- differentiate moderate and high intensity exercises and give examples of each.
- practice skills associated with different cardiovascular activities.
- examine common injuries associated with exercise.
- identify the major muscles of the muscular system.
- identify the bones of the skeletal system.
- identify the parts of the heart and describe how blood circulates through the heart.

***At Level 3, the student will:***

- analyze a friend’s exercise plan and make suggestions for improvement.
- discuss how steroids affect the body.
- identify biomechanical principles of the health components of fitness.

**Sample Task #1:**

**Resting Heart Rate, Maximum Heart Rate and Target (Working) Heart Rate**

**Resting heart rate (RHR):** To determine resting heart rate, count pulse at carotid or brachial site. Take three readings and average.

Time 1 (T1) = \_\_\_\_\_ Time 2 (T2) = \_\_\_\_\_ Time 3 (T3) = \_\_\_\_\_

**Average all time trials (Avg.):** (add all time trials and divide by 3)

T1 \_\_\_\_\_ + T2 \_\_\_\_\_ + T3 = Total \_\_\_\_\_

Total \_\_\_\_\_ ÷ 3 = Avg. \_\_\_\_\_

**Maximum Heart Rate (MHR):** Never exercise heart at maximum heart rate during any exercise period.

220 – your age = Maximum Heart Rate.

220 – \_\_\_\_\_ = MHR \_\_\_\_\_

**Target Heart Rate (THR):** This is the range in which you should exercise to benefit from cardiovascular activity.

Maximum Heart Rate x .70 = Low End of Target Heart Rate

$$\text{MHR} \underline{\hspace{2cm}} \times .70 = \text{THR} \underline{\hspace{2cm}} \text{ (low end of range)}$$

$$\text{Maximum Heart Rate} \times .85 = \text{High end of Target Heart Rate}$$

$$\text{MHR} \underline{\hspace{2cm}} \times .85 = \text{THR} \underline{\hspace{2cm}} \text{ (high end of range)}$$

### **Sample Task #2:**

#### **Differentiating Moderate Intensity and High Intensity Exercise**

The purpose of the activity is to differentiate moderate intensity from high intensity exercise by comparing heart rates.

1. Each student must find their individual resting heart rate.
2. The students walk one lap on a ¼ mile course at their own pace.
3. Upon completion of the lap, the students should take their individual heart rates either with a heart rate monitor or counting the pulse from the carotid artery.
4. Repeat procedure with students running one lap at their own pace on the same ¼ mile course.
5. Compare the difference between heart rates and discuss the reasons for the differences.
6. As an additional assignment, post a chart displaying the number of calories burned during various forms of exercise and have the students determine the calories used during the walk and the run.
7. As an option, increase the exercise time to 12 minutes, increasing intensity each class session:
  - a. students can calculate and chart resting heart rate, maximum heart rate, and target heart rate zone for most efficient burning of calories, and
  - b. by using a ¼ mile track divided into 10ths of a mile by using cones numbered 1-10, students can determine pace; hand one straw per lap to each student to aid in lap counting; pace can be determined by counting the number of complete laps to the nearest tenth of a mile and dividing that figure into 12 minutes (ex.: running six laps or 1.5 miles in 12 minutes converts to an 8-minute pace).

### **Integration**

Math, Science

**Standard:**                    **Safety and First-Aid**

### **Course Level Expectation:**

The student will acquire the knowledge and skills necessary to recognize, respond and apply appropriate procedures to accidental and life-threatening situations.

## **Checks for Understanding:**

### **The student will:**

- 5.1 identify hazardous and life-threatening situations and the consequences of each.  
(Linkage: 3.5, 3.9, 4.4, 7.1, 7.6)
- 5.2 explain how individual attitudes and behaviors affect personal safety and the safety of others.
  - a. identify potential hazards associated with technology (e.g., internet, cell phones, digital cameras, video games).
  - b. analyze and apply strategies to avoid or manage conflict associated with school violence and bullying (e.g., harassment, name calling, teasing, exploitation, physical contact).  
(Linkage: 2.7, 2.9, 6.10, 7.2)
  - c. recognize and apply personal safety guidelines regarding modes of transportation (e.g., automobile, motorcycle, bicycle, all-terrain vehicles, marine vehicles, skateboards, utility vehicles).  
(Linkage: 4.4)
  - d. identify dangers associated with participating in high-risk behaviors (e.g., misuse of firearms, not using safety equipment including seatbelts, impaired driving).  
(Linkage: 4.4, 7.2)
- 5.3 identify and demonstrate the skills necessary in responding to medical emergencies.
- 5.4 describe and demonstrate proper first aid techniques for common injuries.
- 5.5 identify and demonstrate the steps for aiding a choking victim.
- 5.6 explain and demonstrate the steps used in administering Cardiopulmonary Resuscitation (CPR), rescue breathing and the use of an Automated External Defibrillator (AED).

## **Student Performance Indicators:**

### ***At Level 1, the student will***

- review vocabulary (e.g., first-aid, CPR, AED, rescue breathing, predator, exploitation, wounds, shock, Heimlich maneuver, ABC's: airway, breathing, circulation, severe bleeding).
- list situations considered to be emergencies (e.g., breathing problems, severe bleeding, broken bone, chest pain).
- identify the relationship between attitudes and safety behavior.

- identify safe and unsafe behaviors.
- list guidelines for using 911 (e.g., caller's name, location, number of victims, condition of victims).

***At Level 2, the student will:***

- distinguish CPR and rescue breathing.
- identify signs and symptoms of life-threatening and non-life-threatening situations (e.g., stroke, seizures, heart attack, asthma attack, sprains).
- describe first-aid treatment involved in treating common injuries.
- role play first-aid procedures for life threatening and non-life-threatening situations.
- simulate steps for aiding a choking victim.
- simulate steps for administering CPR and using an AED.
- describe ways to avoid being susceptible to exploitation (e.g., internet predators, child pornography, inappropriate physical and/or emotional contact).
- list appropriate and inappropriate usage of technology (internet, cell phones).
- evaluate the consequences of participating in high-risk behaviors.
- describe and role play the relationships among attitudes, behaviors, vulnerability to violence and the prevention of violence.
- design a disaster plan.

***At Level 3, the student will:***

- earn certification for First-Aid, CPR and AED.
- create first-aid kit.
- create safety infomercials.

**Sample Task #1:**

**Risky Behavior**

The purpose of this activity is to identify reasons why people take unnecessary risks.

1. Students will develop a list of risk taking behaviors.
2. Discuss the concept of an accident-prone personality.
3. Students will role play high risk behaviors and the steps needed for the prevention of accidents.

**Sample Task #2:**

**Role Play Emergency Situations**

The purpose of this activity is to have students react appropriately to an emergency situation while role playing.



1. Prepare several different task cards each with a specific emergency (e.g., a bicycle accident, heart attack, seizure, ankle sprain, fractured leg, automobile accident, potential drowning, contact by predator), and a specific setting (e.g., mountains, playground, home, lake, highway).
2. Each student randomly picks a card and role plays the appropriate first aid procedure explaining each step along the way.

### **Sample Task #3:**

#### **First Aid Kit**

The purpose of this activity is for all students to create their own first-aid kit.

1. All kits will be graded (see grading sheet at the bottom of the task or create your own grading scale).
2. All kits will be returned to students after being graded.
3. Students shall not bring items in their first-aid kits that are not allowed at school (e.g., Tylenol).

#### **First Aid Kit**

Due Date: \_\_\_\_\_

- It is not mandatory that you spend any money on this project.
- Look around your house for items you may already have.
- You may share items with classmates.
- Choose a container large enough in which to put 25 first aid items.
- A medium tackle box will work well. It contains compartments in which to place different items.
- All items must be labeled and in a container of some type.
  - o Exceptions (scissors, tweezers, flashlight)
- You must label the outside of your first aid kit with the following information
  - o "First Aid Kit"
  - o Your name
  - o Non-emergency phone number 862-8600
- You must turn your first aid kit in \_\_\_\_\_.
- You are not allowed to put Tylenol, Advil, aspirin, cough medicine, etc. in your first aid kit.

The following items are only suggestions and not mandatory

- Band-aids (variety of sizes) (however, only counts as one item)
- Rubber gloves
- Breathing barrier
- Sterile gauze pads
- Q-tips
- Alcohol pads (wipes)

- Zip Lock bags
- Triangular bandage
- Calamine lotion
- Safety pins
- Paper/pen
- Cotton balls
- Thermometer
- Sting relief gel
- Ice pack (chemically activated)
- Tweezers
- Small scissors
- Antibacterial soap (or hand wipes)
- Antiseptic towelettes
- Gauze tape
- Eye wash
- Sterile eye pads
- Rubbing alcohol (small plastic bottles)
- Peroxide (small plastic bottles)
- Burn cream
- Aloe gel (sunburn relief)

## First Aid Kit Checklist for Grading

- \_\_\_\_\_ "First Aid Kit," Name, and Non-emergency phone number on kit (5 points)
- \_\_\_\_\_ 25 items (3 points each)
- \_\_\_\_\_ Organization of items in container (10 points)
- \_\_\_\_\_ Appropriate sized container (5 points)
- \_\_\_\_\_ Durable container (5 points)

**Integration:**

Biology, Math, Driver Education, Drama

**Standard:**                    **Sexuality and Family Life**

**Course Level Expectation:**

The student will examine human sexuality (e.g., biology, behavior, responsibilities, attitudes) and recognize the influence of society and family values on decision making.

## **Checks for Understanding:**

### **The student will:**

- 6.1 define the aspects of positive relationships (e.g., family, dating, friendship, professional, community).
- 6.2 examine the influence of families, cultural traditions and economic factors on human development (e.g., personality, values, sexuality, self-esteem).
- 6.3 describe gender differences, expectations and biases often encountered in today's society and compare them to the past.
- 6.4 explain human reproduction (i.e., male and female reproductive systems, pregnancy).
- 6.5 Recognize the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).
- 6.6 recognize abstinence from all sexual activity as a positive choice.
- 6.7 identify and practice skills needed to resist persuasive tactics regarding sexual activity.
- 6.8 identify the potential outcomes of engaging in sexual behaviors (e.g., pregnancy, STIs including HIV/AIDS, emotional),.
- 6.9 compare various contraceptive methods.
- 6.10 identify short-term and long-term effects of sexual harassment and date rape.
- 6.11 discuss the alternatives of an unplanned pregnancy (e.g., adoption, single parenting, marriage, abortion).
- 6.12 discuss the consequences associated with teen pregnancy (e.g., physical, mental, emotional, social, economical).
- 6.13 examine the lifelong responsibilities and requirements of parenthood.

## **Student Performance Indicators:**

### ***At Level 1, the student will:***

- review vocabulary (e.g., abstinence, relationship, friendship, dating, date rape, puberty, sexual activity, reproduction, reproductive system, sexually transmitted infections, sexual harassment).
- examine the positive outcomes pertaining to abstinence.
- review the characteristics of puberty.

- list and discuss different family structures.
- recognize the effects of media and marketing in forming attitudes toward sexual activity.

***At Level 2, the student will:***

- state factors contributing to a positive relationship (e.g., trust, honesty, caring, consideration, loyalty, communication).
- recognize that abstinence from all sexual activity is the healthiest choice.
- discuss reasons for abstaining from all sexual activity.
- identify the anatomy and functions of the male and female reproductive systems.
- identify disorders of the male and female reproductive systems.
- identify proper care of the male and female reproductive system.
- explain the menstrual cycle (e.g., hormonal changes, ovulation, uterine lining changes, menstrual period).
- identify signs of pregnancy.
- describe tests used to determine pregnancy (i.e., blood, urine).
- describe the stages of fetal development.
- discuss hormones and their effects on body changes.
- provide examples of positive peer pressure and negative peer pressure and manipulation.
- practice refusal skills using verbal and nonverbal tactics.
- research teen pregnancy statistics and issues.
- define contraception.
- identify and discuss contraceptive methods.
- identify causes, modes of transmission, treatment and prevention measures associated with STIs, including HIV/AIDS.

***At Level 3, the student will:***

- discuss the process of heredity relative to human reproduction.
- discuss the future of genetics and its influence on reproduction.

**Sample Task #1:**

**Resisting Pressure Brainstorm**

Divide the class into six small groups. Ask each of the groups to brainstorm ways to refuse sexual involvement as follows:

Groups 1 & 4: Ways to resist/refuse using words/verbal communication

Groups 2 & 5: Ways to resist/refuse using body language/nonverbal communication

Groups 3 & 6: Ways to resist/refuse using actions/behaviors

**Verbal Communication**

No  
I'm not ready now

**Nonverbal**

serious facial expression  
cross arms over chest

**Behavior**

turn on lights  
get around other people

Don't pressure me

stand-up

get something to eat/distract

### **Sample Task #2:**

#### **Life Plans**

The purpose of this activity is to allow students to explore and discuss the changes necessitated by parenthood to short-term and long-term life plans.

1. Have each student list the following on paper:
  - a. his or her plans for later that day,
  - b. his or her plans for the upcoming weekend,
  - c. where they will go on their next vacation,
  - d. where they want to be and what they want to be doing a year from today,
  - e. where they want to be and what they want to be doing five years from today.
2. Students should list the changes unexpected parenthood would bring to those plans.
3. Have a class discussion on the various plans and the changes that would occur.

#### **Integration**

Biology, Math, Home Economics, Drama

#### **Standard:                    Substance Use and Abuse**

#### **Course Level Expectation:**

The student will differentiate appropriate and inappropriate use of chemical substances.

#### **Checks for Understanding:**

##### **The student will:**

- 7.1 describe the illegal use of alcohol, tobacco and other chemical substances.
- 7.2 identify the effects of substance misuse and abuse on society (e.g., school, crime, disease, pregnancy, STI, job, personal relationships, physical enhancement, athletic performance).
- 7.3 recognize that combining chemical substances can have serious consequences (e.g., death, injury, sensory impairments).
- 7.4 identify school and community resources for treatment and intervention (e.g., DARE, school counselor, teacher, local health department, hotlines, Alcoholics Anonymous).
- 7.5 identify strategies to avoid misuse of chemical substances.
- 7.6 explain the effects of chemical substances on total wellness.

7.7 list the benefits of a lifestyle free from chemical misuse.

### **Student Performance Indicators:**

#### ***At Level 1, the student will:***

- review vocabulary (e.g., substance abuse, illicit drugs, gateway drugs, misuse, abuse, OTC, prescription, steroids, drug interaction, tar, nicotine, carbon monoxide, blood alcohol level, co-dependency, enabling).
- distinguish between over-the-counter and prescription drugs.
- list reasons individuals might use tobacco products and alcohol.
- describe behaviors and practice refusal skills necessary to resist peer pressure.
- identify consequences of substance misuse (e.g., legal, physical, social, emotional).

#### ***At Level 2, the student will:***

- discuss legal issues of buying and consuming alcohol and tobacco.
- explain the effects of chemical substances on behavior (e.g., alcohol, prescription medication, methamphetamine, gasoline, paint, glue, aerosols).
- describe physiological (e.g., brain, liver, fetus, central nervous system) effects of substance use.
- list effects of alcoholism (e.g., physical, social, economic).
- identify smokeless tobacco products and their effects (e.g. cancer, gingivitis, tooth decay, discoloration of teeth).
- discuss effects of secondhand smoke.
- discuss media influences on tobacco, alcohol and substance use.
- list the classifications of drugs and give examples of each (e.g., depressants, stimulants, hallucinogens, narcotics, inhalants, designer drugs, performance-enhancing drugs).
- discuss and explain harmful effects of methamphetamine on individuals and society (e.g., families, socioeconomic impact, health, environment, government funding).
- discuss risks associated with alcohol consumption (e.g., DWI, DUI, riding with an impaired driver, cirrhosis, alcohol poisoning, underage drinking, sexual activity).
- discuss risks associated with substance use and misuse (e.g., death, overdose, sensory impairment).

#### ***At Level 3, the student will:***

- identify programs designed to treat alcoholism and substance abuse.
- debate laws relative to alcohol, tobacco, and other chemical substances.

### **Sample Task #1**

#### **Alternative Party**

The purpose of this activity is to have students will identify non-alcoholic ways to entertain and/or have fun. Each student will (1) List 10 things they do for fun and enjoyment (2) Learn

how to make at least one non-alcoholic beverage, and (3) Learn how to play a group game (4) Plan a party for their friends.

Introduction: Open discussion about why people drink, the effects of drinking. Talk about alcohol as a social lubricant and how it alters mood and impairs ability to function properly.

Step 1: Have each student write 10 ways they have fun. They have to be legal and cannot harm others in any manner. Have the class combine their examples until you have 101 ways. A fun idea is to compile their combined responses into a handout to give each of them entitled "101 non-alcoholic ways to have fun."

Step 2: Divide into pre-assigned groups and hand out recipes that you as the teacher supply. You could also have each group come up with their own favorite drink recipe in advance as an option which works great and gives the students ownership rights. Each group should have a blender and a different recipe. Groups should make enough drinks to share with the entire class so that everyone receives a taste of each drink. A compiled sheet of drink recipes should be made and given to each of the students entitled 'Tasty Drink Recipes for an Absolutely Sober Party.'

Step 3: Each group should be assigned a couple of days in advance to come up with a group game to teach and play with the entire class. This provides students with yet another non-alcoholic way to have fun. Students are responsible for teaching and providing any necessary equipment needed for the game. Each group should also prepare a handout for each student in the class with the name of their game, the rules, and instructions on how to play. Assess each group using a scoring rubric based on elements you established with the assignment, i.e. creativity/originality, fun factor, group involvement, clear rules and instructions, etc.

Step 4: Clean-Up/Closure. Debrief with students on the activity getting their valuable feedback, insights, and comments.

## **Sample Task #2:**

### **Drug Combo**

The purpose of this activity is to recognize that combining chemical substances can have serious consequences.

1. The student will identify several famous personalities who have lost their lives or their lives have been altered as the result of the abuse of substance combinations.
2. Have students develop a chart showing the stages of becoming a substance abuser.
3. As a group, have students develop a collage of positive alternatives to substance use.

### **Integration**

Biology, Math, Technology, Art, Music, Social Studies, History, Home Economics, Drama, Driver Education