

WELLNESS & FITNESS

LENGTH OF TIME: 1 year
30 PE classes, 45 minutes/class
30 HLTH/Fitness classes, 45 minutes/class

GRADE LEVEL: 3

DESCRIPTION OF COURSE:

Students will be involved in a variety of physical activities to develop, reinforce, and enhance the basic components of total body fitness.

The wellness program will provide students with the knowledge and skills they need to develop, maintain, and enjoy healthy lifestyles, as well as to solve problems, make decisions, and set goals that are directly related to personal health and well-being.

COURSE STANDARDS:

Students will:

1. Develop the skills necessary to participate in a variety of physical activities. (NPES 1,2,3; PA Std 10.5.3 A,B,C)
2. Appreciate, understand, and apply rules, strategies and appropriate behaviors for movement, dance, games, and sport. (NPES 2,4; PA Std 10.5.3 F)
3. Develop self confidence and interpersonal skills. (NPES 4; NHS 4,6; PA Std 10.2.3 D, 10.3.3.C)
4. Explain how childhood injuries and illnesses can be prevented or treated. (NHS 1,7; PA Std 10.1.3 E, 10.2.3 A)
5. Identify skills to manage stress. (NHS 3,7; PA Std 10.1.3 D)
6. Demonstrate the ability to apply a decision-making process to health issues and problems. (NHS 5,7,8; PA Std 10.1.3 D, 10.2.3 D)
7. Identify and know the location and function of the circulatory system and skeletal system. (NHS 1,7; PA Std 10.1.3 B)
8. Know age appropriate drug information. (NHS 1,7; PA Std 10.1.3 D)
9. Identify and discuss the effects of media and technology on personal health. (NHS 2; PA Std. 10.2.3.C, 10.3.3.A)

NATIONAL PHYSICAL EDUCATION STANDARDS

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

NATIONAL HEALTH STANDARDS:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health

RELATED PA ACADEMIC STANDARDS FOR HEALTH, SAFETY AND PHYSICAL EDUCATION

10.1 Concepts of Health

- A. Describe growth and development changes that occur between childhood and adolescents and identify factors that can influence these changes.
- B. Identify and describe the structure and function of the major body systems
- C. Analyze nutritional concepts that impact health.
- D. Explain factors that influence childhood and adolescent drug use.
- E. Identify health problems that can occur throughout life and describe ways to prevent them.

10.2 Healthful Living

- B. Health Information and Consumer Choices
- C. Health Information and the Media
- D. Decision-making Skills

- 10.3 Safety and Injury Prevention
 - A. Safe/Unsafe Practices
 - B. Emergency Responses/Injury Management
 - C. Strategies to Avoid/Manage Conflict
 - D. Safe Practices in Physical Activity
- 10.4 Physical Activity
 - A. Physical Activities that Promote Health and Fitness
 - B. Effects of Regular Participation
 - C. Responses of the Body Systems to Physical Activity
 - D. Physical Activity Preferences
 - F. Physical Activity and Group Interaction
- 10.5 Concepts, Principles and Strategies of Movement
 - A. Movement Skills and Concepts
 - B. Motor Skill Development
 - C. Practice Strategies
 - D. Principles of Exercise/Training
 - E. Scientific Principles that Affect Movement
 - F. Game Strategies

PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

1. Demonstrate and apply more advanced locomotor skills such as karaoke, running backwards, power skipping, etc. (Course Standard 1)
2. Demonstrate understanding of rules and strategies during different games and activities, linked with SWPBIS (School Wide Positive Behavior). (Course Standard 2)
3. Identify similarities and differences between themselves and others. (Course Standard 3)
4. Identify and understand differences between various illnesses. (Course Standard 4)
5. Create stress ball or other stress relief implements. (Course Standard 5)
6. Discuss S-T-E-P (decision making process). (Course Standard 6)
7. Identify and know the function of the circulatory system and skeletal system. (Course Standard 7)
8. Discuss helpful vs. harmful medications. (Course Standard 8)
9. Identifying and reflecting on the effects of media and technology on personal health. (Course Standard 9)

TITLE OF HEALTH UNITS:

- A. Health - What is health? (Review), How to be healthy?, Types of health.
 - a. SEL- Social emotional learning. What are emotions, how can we handle our emotions, Empathy?, Understanding others feelings, Positive relationships and decisions. Ways to help others with their feelings
- B. Conflict Resolution/Emotional Health - Review, what to do during a conflict (walk away, talk to a teacher), uniqueness and identifying personal qualities.

- C. Drugs - Recognizing helpful vs harmful drugs (prescription and nonprescription), medicine cabinet, tobacco (types of smoke, addiction).
- D. Disease prevention and control - communicable vs. non-communicable, importance of detection and preventions and treatment of disease, identifying parasites and ways they get into the body.
- E. Body Systems - Circulatory (JRFH, heart beating faster), Skeletal System (What is its purpose, joints (areas you are able to bend), locating different joints, how many bones are in the body, piece together skeletal system)
- F. Safety - Identify appropriate behaviors for potentially dangerous situation, explain appropriate responses to emergency situations, review of personal safety (Bike, Car, and etc.), stranger safety.
- G. Media Literacy Unit - The students will discuss and reflect on the effects of media and technology on personal health (physical, mental and social health). What does it mean to be a bystander versus an upstander. What is a technology tail? Discuss different types of media and online safety. Students will create a health-triangle poster to show the effects of media and technology on the 3 types of health.

TITLES OF FITNESS UNITS:

- 1. Cooperative Learning
- 2. Fitness and fitness testing (2 times/year)
 - a. Sit-ups
 - b. Push-ups
 - c. Sit and Reach
 - d. Bent Arm Hang
 - e. Pacer Test
 - f. Endurance Run (1/2 mile)
- 3. Track and Field (Stations to practice skills)
- 4. The following list of units is used in conjunction with lead-up activities which alternate every other year.
 - Year One:
 - a. Soccer
 - b. Basketball
 - c. Lacrosse
 - d. Volleyball
 - e. Baseball/Softball/Kickball
 - f. Movement/Dance
 - g. Yoga
 - Year Two:
 - a. Team handball
 - b. Frisbee activities
 - c. Hockey
 - d. Badminton

- e. Football
- f. Yoga

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Active participation
2. Cooperative groups
3. Demonstration
4. Explanation
5. Peer tutoring
6. Trial and error
7. Peer and self evaluation
8. Problem solving
9. Guided discovery
10. Technology

MATERIALS:

1. Appropriate equipment and materials for specifically designed activities.
2. Fitness Gram software.
3. Health Smart Curriculum
4. Other health related resources(internet, journals, videos)
5. Howard County Public School System Health Curriculum (Used as a guideline)

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Adaptive Wellness and Fitness
2. Teacher
3. Peer assistance
4. Inclusion theory in practice
5. Guest speakers
6. Technology
7. Assemblies

METHODS OF EVALUATION:

1. Skills testing
2. Peer evaluation
3. Self evaluation
4. Teacher observation
5. Projects
6. Quizzes and tests

INTEGRATED ACTIVITIES:

1. Concepts
 - understand rules, teamwork, strategies, technique
 - demonstrate knowledge of basic concepts
 - distinguish between safe and risky or harmful behaviors
 - understand the personal responsibility and impact of the choices we make

- (friends, groups, drugs)
 - understand the many influences on self esteem
 - exhibit and understand the need for cooperative behavior
 - understand the skills needed for effective communication
 - understanding the physical and emotional changes of puberty and acknowledging the changes as a normal part of growth and development
2. Communication
- perform activities
 - listen, appreciate, recognize, describe and understand
 - verbal and physical responses
3. Thinking/Problem Solving
- observe
 - describe
 - analyze
 - present options
 - evaluate
 - make decisions
 - listen
 - cooperate
4. Application of Knowledge
- correct use of equipment
 - recognize skill
 - demonstrate skill
 - evaluate (self and others)
 - class work
 - discussions
 - presentations
 - evaluate
5. Interpersonal Skills
- demonstrate teamwork
 - respect others - likes and differences
 - develop leadership
 - communicate effectively
 - sportsmanship
 - use all skills and equipment in a safe environment
 - respect diversity
 - recognize and practice cooperation skills