

# KDG WELLNESS & FITNESS

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

**GRADE LEVEL:** K

## **DESCRIPTION OF COURSE:**

The students will be exposed to the various forms of movement. They will be able to apply and practice these skills through participation in a wide variety of physical activities. These activities have been designed to enhance the children's fitness and self esteem as well as improve their movement skills.

The wellness program provides students with the knowledge and skills needed 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 ways to communicate care, consideration, and respect of self and others. (NHS 1,2,8; PA Std 10.3.3 A,C,D)
7. 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)

## **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:**

1. Perform basic locomotor skills, gross motor skills and some fine motor skills. (Course Standard 1)
2. Observations will occur during different games and activities, linked with SWPBIS (School Wide Positive Behavior). (Course Standard 2)
3. Demonstrates the ability to communicate and cooperate with others. (Course Standard 3)
4. Understand the concept of disease prevention, and the importance of personal hygiene. (Course Standard 4)
5. Discuss feelings and emotions, and healthy ways to express yourself. (Understanding stress) (Course Standard 5)
6. Showing empathy towards self and others during class. (Course Standard 6)
7. Gain knowledge of personal information (phone number/address/etc.). (Course Standard 7)

**TITLE OF HEALTH UNITS:**

1. Intro to Health - What is health? What does it mean to be healthy?
2. Emotions - Introduction to various feelings and emotions, facial expressions, emoticons, uniqueness, healthy ways to express feelings.

- a. SEL - work with students on their emotional health and how they are feeling about the events that are happening in their lives.
3. Nutrition - Sources of food, MyPlate and food groups, healthy eating habits and proper eating manners, explore the relationship between food and health.
4. Germs - preventing the spread of germs (wash hands, tissues, covering mouth and nose, not sharing food and drink items), personal hygiene, proper procedure for washing hands.
5. Body Systems - Scholastic Human Body Books (The Amazing Human Body), What are body systems?
6. Safety - Car safety, bike safety, fire safety, street safety, bus safety, playground safety, Responding to emergency situations (911, know personal information, adults who can help)

**TITLES OF FITNESS/PE UNITS:**

1. Cooperative Learning
2. Introduction to Fitness and fitness testing practicing fitness test below.
  - a. Sit-ups
  - b. Push-ups (variations)
  - c. Sit and Reach
  - d. Pacer Test
  - e. Endurance Run (¼ mile)
3. Skills Development:
4. Dance
5. Skills Development:
  - a. Locomotor movements
  - b. Non-locomotor movements
  - c. Manipulative movements
  - d. Relationships
  - e. Combination movements
  - f. Spacial awareness
  - g. Effort

**SAMPLE INSTRUCTIONAL STRATEGIES:**

1. Active participation
2. Cooperative groups
3. Demonstration
4. Peer tutoring
5. Trial and error

**MATERIALS:**

1. Appropriate equipment and materials for specifically designed activities.
2. Health Smart Curriculum (Supplemental)
3. Other health related resources (internet, journals, videos)

4. 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

**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
  - identifying
  - make decisions
  - listen
  - cooperate
4. Application of Knowledge
  - correct use of equipment
  - recognize skill
  - demonstrate skill
  - class work
  - discussions
5. Interpersonal Skills
  - demonstrate teamwork
  - respect others - likes and differences
  - communicate effectively
  - sportsmanship
  - use all skills and equipment in a safe environment
  - respect diversity

- recognize and practice cooperation skills