



**BOE/CO
Friday Packet
October 30, 2020**

Upcoming Meeting Dates

Ventilation Report from 10/27/2020 BoE Meeting

2020-2021 Budget Prep Manual

School Hours, Revised 10/28/2020

Jen Jacobsen PO Document, 10/30/2020

Powerpoint: Health Curriculum

Powerpoint: PE Curriculum

DRAFT Health Curriculum

DRAFT PE Curriculum



Upcoming Board of Education Meeting Dates **2020**

November 10	9:00 AM	Finance Committee Meeting CO Board Room and Virtual 501 Kings Hwy East
November 10	7:30 PM	Organizational/Regular Meeting CO Board Room and Virtual 501 Kings Hwy East
November 17	5:00 PM	Policy Committee Meeting TBD
December 1	5:00 PM	Policy Committee Meeting TBD
December 8	7:30 PM	Regular Meeting CO Board Room and Virtual 501 Kings Hwy East

[Town Meetings](#)

12-10-2020: BOF Capital Planning Workshop, 7:00 PM (Virtual)

10/27/2020 Ventilation report for BOE

RLMS-All units have had the filters changed. All 2" pre-filters have been upgraded to MERV 11 and all secondary 4" filters have been upgraded to MERV 13

FLHS- Some units have 2" pre-filters and they have been upgraded to MERV 11 filters and the secondary 4" filters have been upgraded to MERV 13 Some units have only 4" filters and they have been upgraded to MERV 13 filters. Some units only have 2" filters and they have been upgraded to MERV 11. We continue to wait for our supplies company to ship 2" MERV 13 filters.

Osborn Hill- All 1" and 2" filters were upgraded to MERV 11 while we wait for MERV 13 to come in. The 3 units that take custom filters will be in this week.

Mill Hill- All filters change to MERV 11 waiting on MERV 13 to come in.

Jennings- Filters changed to MERV11 waiting on MERV13

N. Stratfield- Filters changed to MERV11 waiting on MERV13

Burr- Filters change to MERV 13 Some units changed to MERV11 waiting on MERV 13's

McKinley- Is in progress

Riverfield- In progress

As filters arrive we will continue to change them to MERV13's

Any work that has not been completed from the engineer reports at time of PM will be addressed by our in house HVAC technician

FAIRFIELD PUBLIC SCHOOLS

THE future
OF THE
world IS IN
MY classroom
TODAY.

BUDGET PREPARATION
MANUAL
JULY 1, 2021 – JUNE 30, 2022

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Fairfield Public Schools Central Office 2021-2022 Budget Calendar

Date	Day	Time and Description	Attendees	Location
10/1/2020	Thursday	October 1 Enrollment – Actual for Projections		
10/13/2020	Tuesday	7:30 PM BOE Meeting – BoE Budget Priorities for 2021-2022		CO Board Room
10/19/2020	Monday	11:00-1:00 Discussion of 2021-2022 BOE Priorities	Executive Director Team	CO Board Room
10/19/2020	Monday	Budget Prep Manual Distribution		Drop-off Sites
10/20/2020	Tuesday	9:00 – 10:30 Instructional Budget Discussion 10:45 – 12:30 SPED Budget Overview & Staffing	Program Directors, Dr Parrish, Dr. Zavodjancik Rob Mancusi SPED Coordinators	CO Board Room
10/22/2020	Thursday	<i>Budget Overview and Staffing</i> 10:00 – 12:00 Middle School	Executive Director Team Middle School Leadership Team	CO Board Room
10/23/2020	Friday	1:00 – 3:00 Instructional Budget Discussion	Dr. Parrish, Dr. Zavodjancik, Curriculum Coordinators/ Liaisons	CO Board Room
10/26/2020	Monday	<i>Budget Overview and Staffing</i> ● 10:00 – 12:00 Technology ● 2:00 – 4:00 Elementary	Executive Director Team Nancy Byrnes Elementary Leadership	CO Board Room
10/27/2020	Tuesday	7:30 PM BOE Meeting - Facilities Plan and Waterfall Presentation		CO Board Room
10/28/2020	Wednesday	<i>Budget Overview and Staffing</i> ● 8:30 – High School ● 10:00 – School Services ● 10:45 – Maintenance, Operations ● 1:30 – Instructional, Gifted, ELL, Curriculum	Executive Director Team High School Leadership Team Sal, Mike P. Program Directors	CO Board Room
10/28/2020	Wednesday	Munis Training (am/pm)		CO Board Room
10/29/2020	Thursday	9:00 – 10:00 BOE, Supt., HR, Legal 10:00 – 12:00 Transportation	Executive Director Team Steve Schneider	CO Board Room.
10/29/2020	Thursday	Munis Training (am)		CO Board Room
10/30/2020	Friday	Curriculum Budgets due to Executive Directors		
11/4/2020	Wednesday	Budget Entry Deadline		
11/5/2020	Thursday	<i>Budget Overview and All Staffing</i> 11:00 – 2:00 All Staffing including SPED	Executive Director Team SPED Coordinators (Amanda, Kristen, Linda Jeanne, Jon, Chantelle, Mary Betzler)	CO Board Room.
11/10/2020	Tuesday	7:30 PM BOE Meeting: Review 2021-2022 Budget Drivers		CO Board Room
11/16/2020	Monday	8:30 – 4:00 Budget Review	Executive Director Team	CO Board Room
11/17/2020	Tuesday	8:30 – 1:00 Budget Review	Executive Director Team	CO Board Room
11/18/2020- 11/20/2020	Wednesday - Friday	CALL BACKS		CO Board Room
12/1/2020	Tuesday	8:30 – 12:00 Executive Directors Budget Preview	Executive Director Team	CO Board Room

12/8/2020	Tuesday	7:30 PM BOE Meeting: Capital Projects, 1st Read	CO Board Room
01/12/2021	Tuesday	7:30 PM BOE Meeting: Superintendent Budget Presentation to BOE	CO Board Room
01/14/2021	Thursday	12:30 Brown Bag Presentation to PTA	CO Board Room
01/19/2021	Tuesday	7:30 PM BOE Special, Budget Meeting <ul style="list-style-type: none"> ● Targeted Enhancements and Drivers ● Instructional Services ● Supplies/Texts/Materials ● Other Purchased Services ● Tuition ● Contracted Services ● Capital 	CO Board Room
01/26/2021	Tuesday	7:30 PM BOE Special, Budget Meeting <ul style="list-style-type: none"> ● Revenue ● Staff Salaries, Turnover, Retirement ● Benefits ● Operation and Maintenance of Buildings ● Transportation ● Dues/Fees 	CO Board Room
01/28/2021	Thursday	7:30 PM BOE Regular Meeting: BOE Budget Approval	CO Board Room
01/29/2021	Friday	BOE Proposed Budget to Town Hall	
TBD		BOE Budget Review w/ BOS, BOF, RTM	
05/3/2021	Monday	Budget Completion RTM Vote	

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INSTRUCTIONS FOR COMPLETING THE ANNUAL BUDGET

1. General Instructions

Administrators are asked to develop a 2021 – 2022 budget in the midst of a global pandemic and a world of uncertainty. In your budget please assume that we will be in a different learning modes in 2021-2022. Since March 2020, education has adjusted to this new world in many ways. It may also be necessary to adjust the 2021 – 2022 budget request during the budget process as new health and safety guidelines emerge. The overall development of the budget involves many individuals. It takes collaboration, cooperation, and creativity to develop a fiscally responsible budget that meets students' educational needs and maintains a safe environment for students and staff.

- Administrators and Directors are responsible for their respective budget areas, as listed on the grid below.

Budget Responsibility Grid

Superintendent	Exec. Director of Operations and Processes	Exec. Director of Instruction, Curriculum and Assessment	Exec. Director of Personnel and Legal Services	Exec. Director of Finance and Business Services	Director of Technology	Exec. Director of Special Ed & Special Programs	Exec. Director of Maintenance & Facilities	School Services	Principals
Staffing Levels					*Technology Supplies	Special Education	Security	Copier Costs	Instructional & Office Supplies
District Curriculum Development	Residency	Summer School	Salaries		Computers	Occupational Therapy	Custodial/Maint Supp/Equip/ Mat'l's	District Medical Supplies & Equipment	Replacement and/or Supplemental Textbooks & Materials
	Record Retention	Instructional Purchased Services	Benefits		Software	Physical Therapy	Maint. Projects	Repairs & Maint. for Program Equip & Admin.	Dues/Fees
	Grant Estimates	District Prof. Development	Insurance		Computer Maint.	Testing (Sp. Ed)	Grounds	Postage	Furniture & Equipment
	Program Implementation PD/ Curriculum Development and Texts/ Materials for: Business Ed., Tech Ed. & Family Consumer Science	Program Implementation PD/ Curriculum Development and Texts/ Materials for all other subject areas	Clerical Support, Interns, & Substitutes	Transportation	Tech Services Contract	SPED Summer School	Heat/Utilities		Professional Books
					Tech Infrastructure	SPED Transp.	Walkie Talkies		Inkjet cartridges
			Community + Department Liaisons		Tech Training	OOD SPED Tuition	Town Capital Improvement Projects		Fax Machine Toner Cartridges
			Extra Curricular & Teacher Mentor Stipends		Telephone VOIP	WFC High School	Cell Phones		Nursing supplies

* Except inkjet cartridges

- Other staff members (Directors, Coordinators, Liaisons, etc.) are responsible for requests associated with their respective programs and grade levels. These requests must be submitted electronically on the forms provided along with hard copies to the Executive Director of Operations and Processes and the Executive Director of Instruction, Curriculum, and Assessment.

- There will be a budget training session for Program Directors, Curriculum Coordinators, Liaisons, and Sped Coordinators. Specific dates and times for each group are included in the budget prep calendar. These training sessions will address proper budgeting and budget submission. Please plan on attending your designated session for budgeting support.

Please use the link below to access the instructional program budget justification and general worksheet directions and forms.

<U:\AllStaff\Budget\2021-2022 Budget\BudgetWorksheetwNarrative2021-22.xlsx>

It is the responsibility of the Executive Directors to review these requests and submit only defensible items.

2. Building and Department Administrators

- All budget submissions must be entered in Munis through “Detail Entry,” including a one-line entry. The detailed comments and justifications will be used by the Superintendent to support or deny a request. **There will be Munis training sessions held on October 28th and October 29th to review the budget entry process and the attachment of supporting documents. Anyone responsible for budget entry should attend one of these sessions for hands-on user support.** Budget entries not entered in Munis through “Detail Entry” will be rejected. Since budget entry is closed after the submission deadline, there will be no time for resubmission.

3. Staffing

- The Superintendent and the Executive Director of Personnel and Legal Services will determine staffing allotments based on the projected enrollment included in this document.
- A list of current FTE assignments will be **emailed** subsequently to each Administrator by the Executive Director of Personnel and Legal Services.
- Staffing requests will be discussed with the administration, as outlined below. The Superintendent will determine the final staffing recommendations. The Executive Director of Personnel and Legal Services will submit recommended FTE’s directly to the Executive Director of Finance for all buildings and departments.

ECC/ Elementary / Middle/ High School

- Superintendent
- Executive Director of Operations and Processes
- Executive Director of Instruction, Curriculum, and Assessment
- Executive Director of Personnel and Legal Services
- Executive Director of Finance and Business Services

Walter Fitzgerald Campus

- Superintendent
- Executive Director of Special Ed & Special Programs
- Executive Director of Personnel and Legal Services
- Executive Director of Finance and Business Services

Departments

- Superintendent
- Executive Directors

- Administrators must have the approval to finalize staffing levels prior to budget submission. Meetings must occur in a timely fashion to allow for budget input prior to the November 4, 2020, due date.
- Administrators will not submit staffing levels directly to the finance office. Recommended FTE's will be submitted by the Executive Director of Personnel and Legal Services in one master file after requests have been justified and approved.
- Rates for extra clerical hours, tutors, lunch aides, and curriculum writing are:

	<u>2020-2021 Actual Rates</u>	<u>2021-2022 Budget Rates</u>
▪ Clerical Subs	\$ 15.09 per hour	\$ 15.09 per hour
▪ Clerical Hourly	\$ 16.53 per hour	\$ 16.53 per hour
▪ Tutors	\$ 38.76 per hour	\$ 38.76 per hour
▪ Lunch Aides	\$ 11.00 per hour	\$ 13.00 per hour
▪ Curriculum Writing	\$ 40.70 per hour	\$ 40.70 per hour

4. Allocation Accounts

- The following grid outlines the accounts to be funded with school allocations and the areas that will be budgeted by the Central Office. Allocations are located in the appendix.
- There is a separate allocation for furniture and equipment. Since the equipment allocations are minimal compared to projected needs, and purchases would not occur for at least nine months; the submission of specific equipment requests is postponed. The delayed schedule allows for further concentration on the operating budget. It defers the selection of specific equipment when prices are more accurate, and requests can be better defined.

Central Office	Elementary	Middle School	High School
	\$ 137 / pupil	\$ 163 / pupil	\$481/ pupil H.S. & \$396/pupil WFC
Substitutes	Extra Curricular Transp	Extra Curricular Transp	Extra Curricular Transp
Interns	Lunch Aides *	Commencement	Commencement
Extra Curricular Salaries	Clerical Extra Hours *	Clerical Extra Hours *	Clerical Extra Hours *
Curriculum Writing Permanent Clerical Support (19.5 Hrs.)	Instructional Supplies/Materials	Tutors *	Printing
Liaison Stipends - Middle School	Conferences	Music/Drama/Sports Costs	Music/Drama/Sports Costs
Software	Library Books/Supplies	Dept. Supplies/Materials	Dept. Supplies/Materials
Technology Equipment	Dues & Fees	Conferences	Conferences
Curriculum Writing*	Office Supplies	Library Books/Supplies	Library Books/Supplies
New Classroom	General Supplies	Office Supplies	Office Supplies
Copiers	Nurse Supplies	Dues & Fees	Dues & Fees
Utilities	Paper Purchases	General Supplies	General Supplies
Custodial Supplies		Professional Books	Professional Books
Maintenance Projects		Nurse Supplies	Nurse Supplies
		Paper Purchases	Paper Purchases
			Freshman Orientation
			Internal Suspension
*21-22 Budget Rates			
Clerical Subs \$15.09 / hr.			
Clerical Hourly \$16.53 / hr.			
Tutors \$38.76 / hr.			
Lunch Aides \$13.00 / hr.			
Curriculum Writing \$40.70 / hr.			

5. Textbooks and Materials

- Consider your current inventory of textbooks and materials and the 2021 – 2022 projected enrollment to anticipate your needs for the upcoming year. It is important for directors, coordinators and liaisons to consult with principals and define which instructional materials will be budgeted at the district level and which items the principal must include in his/her school budget.

6. Budget Reports

- Munis training sessions will include how to retrieve account history, year-to-date encumbrances, and expenditures, in addition to budget entry reports.

PLEASE READ THROUGH ALL THE INSTRUCTIONS BEFORE ENTERING BUDGETS AND COMPLETING FORMS. The FORMS REQUIRED BY THE BUSINESS OFFICE ARE AVAILABLE IN THE “U” DRIVE:

<U:\AllStaff\Budget\2021-2022 Budget\BudgetWorksheetwNarrative2021-22.xlsx>

THE 2021-2022 FORMS MUST BE USED WHEN SUBMITTING YOUR BUDGET. ANY OTHER FORMS/FORMATS WILL NOT BE ACCEPTED.

7. Equipment / Maintenance Project / Software / Computer Equipment Guidelines

- The following schedule provides examples of equipment, maintenance projects, software and computer equipment including digital equipment and peripherals categorized by the person responsible for budget submission and the individual/group responsible for screening and approving requests. Please remember to address your needs with the appropriate individual(s) and provide adequate time for the review process within established budget submission deadlines.
- School equipment allocations are pre-determined (see appendix), therefore specific requests are not required at this time. If you are aware of a furniture or equipment need that greatly surpasses your budget allocation, you must notify the Executive Director of Maintenance and Facilities and/or Director of Technology immediately.
- New program initiatives, new staffing, and/or a change in the use of space are examples of changes that need to be discussed during the budget process. **All maintenance projects and technology requests (columns 2 & 3) must be submitted according to department deadlines.**

	1	2	3
Account Category:	Equipment	Maintenance Projects	Software & Computer Equipment
Submitted By:	Headmaster/Principal	Executive Director of Maintenance & Facilities	District Leadership
Submitted To:	N/A	Superintendent	Director of Technology
	File Cabinets	Installed Carpet	Educational Software*
	Desks/Chairs	Doors	Administrative Software
	Tables	Painting	Network Support/Admin.
	Bookcases	Lighting	Web based subscription renewals*
	Listening Centers	Shades/Blinds	Computers
	Easels	Wall Construction	Printers
	Fans	Custodial Equipment	Multimedia Projectors
	AV Carts	Bulletin Boards	Interactive White Boards
	Furniture		Tablets and E Readers **
	Computer Furniture		
	Printer Stands		
	Area Carpets		
			* Review by software review committee
			** Exception - E Readers may be purchased at school level for LMC only

8. **Budget Process**

Superintendent Review:

Staffing needs are discussed by the Leadership Team at each level and will be reviewed by the Superintendent and Executive Directors. Approved FTE's will be submitted to the Finance Dept. by the Executive Director of Personnel and Legal Services. The Superintendent reviews staffing and other budget details submitted by each Administrator at meetings outlined in the budget review calendar.

The Administrator must be prepared to justify all budget requests to the Superintendent. The Superintendent evaluates each request and considers the merits and cost of each in conjunction with total district needs and fiscal responsibility to the community. The Superintendent finalizes his/her budget and submits a recommended budget to the Board of Education.

Board of Education:

The Board of Education will review and discuss the Superintendent's recommended budget per the enclosed budget timeline. The Board will then submit its recommended budget to the Board of Selectmen, Board of Finance and RTM for their consideration.

Board of Selectmen and Board of Finance:

The Board of Selectmen and Board of Finance will review the Board of Education budget and forward their recommended total budget appropriation to the RTM for consideration. After reviewing the budget, the BOS makes a recommendation to the BOF, who makes a recommendation to the RTM.

RTM:

The RTM reviews and votes on the education budget per the attached budget calendar. The appropriated budget approved by the RTM becomes the final appropriation unless the budget is sent to referendum.

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APPENDIX

October 1, 2020

FAIRFIELD PUBLIC SCHOOLS ENROLLMENT - ELEMENTARY

	PRE-K	PKR	K	K	1	1R	2	2R	3	3R	4	4R	5	5R	Hy Total	RLA Total	Hybrid+RLA
Burr			23	9	19	7	16	9	22	11	20	5	19	6		47	
			22		18		17		21		18		20			0	
					18		17				16		18			0	
			45	9	55	7	50	9	43	11	54	5	57	6	304	47	351
Dwight			17	5	20	3	17	4	22	5	20	4	16	4		25	
			18		21		16		22		23		17			0	
													12			0	
			35	5	41	3	33	4	44	5	43	4	45	4	241	25	266
Holland Hill			19	15	18	16	18	12	22	11	19	8	18	13		75	
			18		15		20		20		21		19			0	
													16			0	
Math Academy											19		13			0	
			37	15	33	16	38	12	42	11	59	8	66	13	275	75	350
Jennings			17	6	21	10	17	7	19	1	17	13	19	11		48	
			17		20		18		19		17		21			0	
																0	
																0	
			34	6	41	10	35	7	38	1	34	13	40	11	222	48	270
McKinley			16	16	17	21	19	19	21	16	18	23	21	16		111	
			17	1	16		18	1	21		18		19			2	
			18		16		19				18		19			0	
											18					0	
																0	
			51	17	49	21	56	20	42	16	72	23	59	16	329	113	442
Mill Hill			18	3	16	6	20	7	20	5	19	7	20	6		34	
			16		15		19		21		16		18			0	
			19		19		16		19		15		20			0	
																0	
			53	3	50	6	55	7	60	5	50	7	58	6	326	34	360
No. Stratfield			19	9	19	7	17	5	19	8	17	7	15	13		49	
			20		20		16		21		17		15			0	
			20		19		18		17		17		17			0	
																0	
			59	9	58	7	51	5	57	8	51	7	47	13	323	49	372
Osborn Hill			17	2	23	4	18	6	25	5	17	11	19	4		32	
			14		21		18		22		16		16			0	
			17		21		20		21		15		19			0	
																0	
																0	
			48	2	65	4	56	6	68	5	48	11	54	4	339	32	371

October 1, 2020

FAIRFIELD PUBLIC SCHOOLS ENROLLMENT - ELEMENTARY

Riverfield			20	5	18	1	22	4	22	5	15	10	22	4		29	
			20		16		20		23		16		22			0	
					18		20		23		17		22			0	
																0	
																0	
			40	5	52	1	62	4	68	5	48	10	66	4	336	29	365

PRE-K PKR KIND KR 1 1R 2 2R 3 3R 4 4R 5 5R Hy Total RLA Total Hybrid+RLA

Sherman			22	6	22	10	15	4	19	5	18	8	17	6		39	
			23		21		18		18		18		15			0	
			20		20		17		19		18		19			0	
											18		17				
			65	6	63	10	50	4	56	5	72	8	68	6	374	39	413

Stratfield	14	8	22	5	19	7	16	5	24	4	19	3	17	6		38	
	15		22		20		17		23		18		19			0	
PK by HR	12				19		17				18		18			0	
	4															0	
																0	
	45	8	44	5	58	7	50	5	47	4	55	3	54	6	353	38	391

ECC/Warde	82	17													82	17	99
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TOTAL PRE-K-5	127	25	511	82	565	92	536	83	565	76	586	99	614	89	3,504	546	4,050
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6 6R 7 7R 8 8R 9 9R 10 10R 11 11R 12 12R Hy Total RLA Total Hybrid+RLA

Fairfield Woods	229	32	263	40	236	33									728	105	833
Roger Ludlowe	262	18	264	19	231	23									757	60	817
Tomlinson	175	24	188	35	180	36									543	95	638
TOTAL 6-8	666	74	715	94	647	92									2,028	260	2,288

FLHS							393	39	327	33	356	47	319	33	1,395	152	1,547
FWHS							363	38	335	37	287	36	339	40	1,324	151	1,475
WFC			(18 CPP, Grade 12)				1	1	2		7		27	9	37	10	47

TOTAL 9-12							757	78	664	70	650	83	685	82	2,756	313	3,069
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SUMMARY							Pre-K - 5		6 - 8		9 - 12		Hy Total			RLA Total	Hybrid+RLA
Current:							3,504	546	2,028	260	2,756	313	8,288			1,119	9,407

Difference: Current - October 1, 2019 (177) (124) 85 (216)

October 1, 2019 4,227 2,412 2,984 9,623

Please inform the Supt. Office of any discrepancies at 255-8371.

Fairfield Public Schools
Milone & McBroom Enrollment Projections
2021-2022

	PRE-K	K	1	2	3	4	5	Total
Burr		60	56	61	59	52	60	348
Dwight		40	44	45	40	48	47	264
Holland Hill		57	49	48	49	65	67	335
Jennings		44	40	52	45	39	46	266
McKinley		72	72	77	78	59	102	460
Mill Hill		56	62	59	63	63	58	361
No. Stratfield		62	70	70	58	65	61	386
Osborn Hill		64	52	69	61	73	59	378
Riverfield		65	47	56	67	75	60	370
Sherman		66	74	71	54	58	81	404
Stratfield		61	52	63	55	49	58	338
Total K-5		647	618	671	629	646	699	3,910

Pre-K	176							
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TOTAL PRE-K-5	176	647	618	671	629	646	699	4,086
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	6	7	8	9	10	11	12	
Fairfield Woods	249	261	306					816
Roger Ludlowe	261	282	283					826
Tomlinson	203	202	227					632

TOTAL 6-8	713	745	816					2,274
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FWHS				364	386	382	318	1,450
FLHS				343	432	350	397	1,522
WFC				2	2	7	36	47

TOTAL 9-12				709	820	739	751	3,019
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SUMMARY	Pre-K - 5	6 - 8	9 - 12					Total
	4,086	2,274	3,019					9,379

**FAIRFIELD PUBLIC SCHOOLS
SUPERINTENDENT'S PROPOSED SCHOOL ALLOCATIONS
2021 - 2022**

	1	2	3	4	5	6	7
	Projected Enrollment 2020 - 2021	2020-2021 Final Budget Allocations	2021 - 2022 Projected Enrollment	2021 - 2022 School Allocation Restored to 18-19 Final Allocation Rate	2021 - 2022 Allocation at Reduced 20 - 21 Reduced Rate	Difference Supt vs. Restored Allocation	2020- 2021 Furniture & Equipment Allocation

ELEMENTARY

\$127

\$137

\$127

\$10

Burr	367	\$ 46,609	348	\$ 47,676	\$ 44,196	\$ 3,480	\$ 5,900
Dwight	262	\$ 33,274	264	\$ 36,168	\$ 33,528	\$ 2,640	\$ 5,900
Holland Hill	350	\$ 44,450	335	\$ 45,895	\$ 42,545	\$ 3,350	\$ 5,900
Jennings	278	\$ 35,306	266	\$ 36,442	\$ 33,782	\$ 2,660	\$ 5,900
McKinley	438	\$ 55,626	460	\$ 63,020	\$ 58,420	\$ 4,600	\$ 5,900
Mill Hill	348	\$ 44,196	361	\$ 49,457	\$ 45,847	\$ 3,610	\$ 5,900
North Stratfield	369	\$ 46,863	386	\$ 52,882	\$ 49,022	\$ 3,860	\$ 5,900
Osborn Hill	402	\$ 51,054	378	\$ 51,786	\$ 48,006	\$ 3,780	\$ 5,900
Riverfield	398	\$ 50,546	370	\$ 50,690	\$ 46,990	\$ 3,700	\$ 5,900
Sherman	421	\$ 53,467	404	\$ 55,348	\$ 51,308	\$ 4,040	\$ 5,900
Stratfield	373	\$ 47,371	338	\$ 46,306	\$ 42,926	\$ 3,380	\$ 5,900
TOTAL ELEM	4,006	\$ 508,762	3,910	\$ 535,670	\$ 496,570	\$ 39,100	\$ 64,900

MIDDLE

\$151

\$163

\$151

\$12

FWMS	821	\$ 123,971	816	\$ 133,008	\$ 123,216	\$ 9,792	\$ 12,800
RLMS	800	\$ 120,800	826	\$ 134,638	\$ 124,726	\$ 9,912	\$ 12,800
TM	646	\$ 97,546	632	\$ 103,016	\$ 95,432	\$ 7,584	\$ 12,800
TOTAL MS	2,267	\$ 342,317	2,274	\$ 370,662	\$ 343,374	\$ 27,288	\$ 38,400

HIGH

\$445

\$481

\$445

\$36

FLHS	1545	\$ 687,525	1,522	\$ 732,082	\$ 677,290	\$ 54,792	\$ 32,000
FWHS	1480	\$ 658,600	1,450	\$ 697,450	\$ 645,250	\$ 52,200	\$ 32,000
TOTAL HS	3,025	\$ 1,346,125	2,972	\$ 1,429,532	\$ 1,322,540	\$ 106,992	\$ 64,000

WFC

\$366

\$396

\$366

\$30

WFC	47	\$ 17,202	47	\$ 18,612	\$ 17,202	\$ 1,410	\$ 1,800
TOTAL (K-12)	9,345	\$ 2,214,406	9,203	\$ 2,354,476	\$ 2,179,686	\$ 174,790	\$ 169,100

PRE K

Stratfield ECC				ECC is a special education program and does not receive an allocation. The ECC budget is developed based on need.			
FWHS ECC							
TOTAL ECC	176		176				

TOTAL ENROLLMENT	9,521		9,379				
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Elementary Class Array To Follow
Under Separate Cover

Fairfield Public Schools Curriculum Renewal Calendar 2019-2028
Updated 10/13/2020

Subject	Grade	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29
Music	6-12	Professional Learning	Implement	Implement	Implement	Status Update	Implement	Implement	Implement	Review	Revise and Approve
Music	PK-5	Implement	Implement	Implement	Implement	Status Update	Implement	Implement	Review	Revise and Approve	Professional Learning
Science	PK-5	Implement	Implement	Implement	Implement	Status Update	Implement	Implement	Review	Revise and Approve	Professional Learning
Science	6-12	Implement	Implement	Implement	Implement	Status Update	Implement	Implement	Review	Revise and Approve	Professional Learning
Art	PK-12	Revise and Approve	Professional Learning	Professional Learning	Implement	Implement	Status Update	Implement	Implement	Implement	Review
Health	PK-12	Revise and Approve	Professional Learning	Professional Learning	Implement	Implement	Status Update	Implement	Implement	Implement	Review
Physical Education	PK-12	Revise and Approve	Professional Learning	Professional Learning	Implement	Implement	Status Update	Implement	Implement	Implement	Review
Math	PK-12	Review	Review	Revise and Approve	Professional Learning	Implement	Implement	Status Update	Implement	Implement	Implement
Developmental Guidance (6-12)	6-12	Review	Review	Revise and Approve	Professional Learning	Implement	Implement	Status Update	Implement	Implement	Implement
Computer Applications (MS)	6-8	Implement	Review	Review	Revise and Approve	Professional Learning	Implement	Implement	Implement	Implement	Implement
English/Language Arts	PK-12	Implement	Review	Review	Revise and Approve	Professional Learning	Implement	Implement	Status Update	Implement	Implement
Business	9-12	Implement	Implement	Implement	Review	Revise and Approve	Professional Learning	Implement	Implement	Status Update	Implement

Fairfield Public Schools Curriculum Renewal Calendar 2019-2028
Updated 10/13/2020

Subject	Grade	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29
Technology Ed	6-12	Implement	Implement	Implement	Review	Revise and Approve	Professional Learning	Implement	Implement	Status Update	Implement
Library Media Science/Video (9-12)	K-12	Implement	Implement	Implement	Implement	Review	Revise and Approve	Professional Learning	Implement	Implement	Status Update
World Language	3-12	Implement	Implement	Implement	Implement	Review	Revise and Approve	Professional Learning	Implement	Implement	Status Update
Social Studies	PK-12	Implement	Implement	Status Update	Implement	Implement	Review	Revise and Approve	Professional Learning	Implement	Implement
Family Consumer Science	6-12	Implement	Implement	Implement	Status Update	Implement	Implement	Review	Revise and Approve	Professional Learning	Implement

Phases of Curriculum Implementation:

Review : Content curriculum is reviewed by staff members to determine alignment to the current State of Connecticut adopted curricular expectations and fulfillment of student learning expectations.

Revise and Approve : Using information from the Review year, the curriculum is updated and presented to the Board of Education for approval.

Professional Learning : Staff engage in professional learning activities and experiences that prepare them to teach the new curriculum in order to meet the needs of all students.

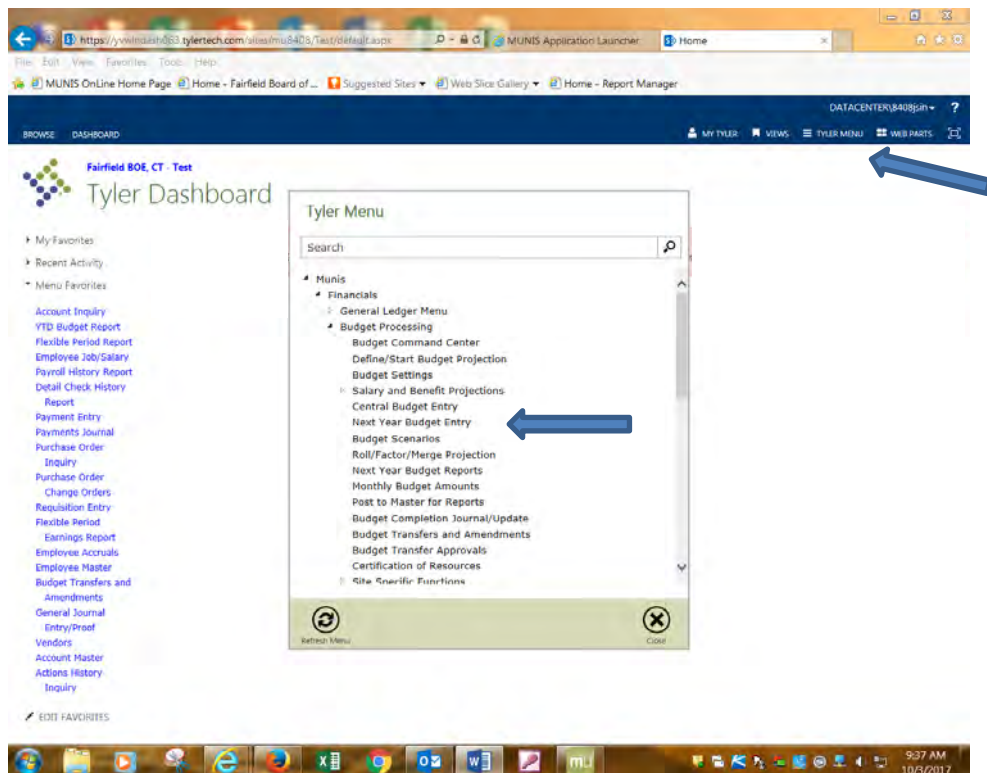
Implement : The new curriculum is put into place with needed resources. Staff continues to receive professional learning in order to support student learning.

Status Update : A presentation is made to the Board of Education to provide information on any curricular/instructional issues and to highlight student and staff success.


NEXT YEAR BUDGET ENTRY

Open MUNIS and Click on Tyler Menu (upper right corner)

Open Financials – Budget Processing – Next Year Budget Entry



Click on **TYLER MENU** to access Next Year Budget Entry.

Make sure the Projection Number selected is **22 - 2021-2022 PROPOSED BUDGET**. Click the green check  mark.

The GL Segment Find Window will open – enter **11** in the Fund Field. Hit the green check mark.

A screenshot of the MUNIS 'Define Projection' and 'Account Find Criteria' windows. The 'Define Projection' window shows 'Projection number' as '22' and '2021-2022 School Department Budget'. The 'Account Find Criteria' window shows a table with columns 'Segment Name' and 'Search Value'. The 'Fund' field is highlighted with a green checkmark icon. A blue arrow points to the 'Fund' field in the 'Account Find Criteria' window.

Segment Name	Search Value
Fund	
Program	
Det Object	
Location	
Summ Obj	
Department	
Sch Bud Desc	
Funding Src	
Object	

The Next Year Budget Entry screen is now available. (It may take a moment to generate.) Only your school accounts will appear.

Text	T	Full Account	Description	2022 Sch/Dept Amount
N	E	11-2210-205-610-129-10-3020-C-51530-	IMPRV/INSTR-INTERN-BU	.00
N	E	11-2400-232-610-129-10-3040-S-51680-	SCH ADM CLER EXTRA-BU	.00
N	E	11-2400-233-610-129-10-2147-C-51675-	SCH ADM-CLER SUPPORT-BU	.00
N	E	11-2400-234-610-129-10-3070-S-54070-	SCH ADM LUNCH AIDE-BU	.00
N	E	11-2640-241-610-129-10-3030-C-51494-	STAFF SVCS-TCHR SUB-BU	.00
N	E	11-2640-244-610-129-10-3050-C-51825-	STAFF SVCS-TA SUBS-BU	.00
N	E	11-2210-323-610-319-10-6130-S-54440-	IMP/INST-CNF/STAF DV-BU	.00
N	E	11-2550-337-610-317-10-6190-S-54540-	PUPIL TRANS-XTRA CUR-BU	.00
N	E	11-2400-347-610-327-10-6150-C-54710-	SCH ADM-COPYING-BU	.00
N	E	11-2530-395-610-313-10-6640-C-55000-	MAJOR MAINT PROJ.-BU	.00
N	E	11-1102-400-610-400-10-5010-S-56281-	ART-SUPPLIES/MATLS-BU	.00
N	E	11-1104-400-610-400-10-5031-S-56284-	READING/LA-SPLS/MTLS-BU	.00
N	E	11-1108-400-610-400-10-5060-S-56287-	PE/HLTH-SUPLS/MATLS-BU	.00
N	E	11-1111-400-610-400-10-5090-S-56290-	MATH-SUPLS/MTLS-BU	.00
N	E	11-1112-400-610-400-10-5100-S-56291-	MUSIC SUPLS/MTLS-BU	.00
N	E	11-1113-400-610-400-10-5110-S-56292-	SCIENCE SUPLS/MTLS-BU	.00
N	E	11-1115-400-610-400-10-5120-S-56293-	SOC ST-SUPPLIES-BU	.00
N	E	11-1117-400-610-400-10-5129-S-56305-	PRESCHOOL SUPPLIES-BU	.00
N	E	11-1118-400-610-400-10-5130-S-56294-	KNDGRN-SUPPLIES-BU	.00
N	E	11-1200-400-610-400-10-5150-S-56296-	SE SUPPLIES-BU	.00

Budget Detail for Account: 11-2210-205-610-129-10-3020-C-51530- IMPRV/INSTR-INTERN-BU

Year	Ln	Seq	Period	Proj Qty	Proj Amt	Schl/Dept Qty	Schl/Dept Unit Cost	Schl/Dept Amount
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To customize the input page, right click anywhere on the gray account bar. Select or deselect necessary columns. You will be entering your budget into the **2022 Sch/Dept Amount** column. Make sure that column is selected. The columns you will need are:

Full Account
Description
2022 Sch/Dept Amount
2021 Revised
2021 Original
2020 Actual
2020 Original

Deselect all others in the list. Column widths should be adjusted to optimize the screen view – drag heading sections as needed. Once you customize your Next Year Budget Entry screen, it will remain in that format every time you open the file.

Account		Rollup code 010BR BURR		Available amount 50,180.00	
Text	T	Full Account	Description	2019 Sch/Dept Amount	
N	E	30-	IMPRV/INSTR-INTERN-BU	.00	
N	E	680-	SCH ADM CLER EXTRA-BU	.00	
N	E	675-	SCH ADM-CLER SUPPORT-BU	.00	
N	E	070-	SCH ADM LUNCH AIDE-BU	.00	
N	E	494-	STAFF SVCS-TCHR SUB-BU	.00	
N	E	825-	STAFF SVCS-TA SUBS-BU	.00	
N	E	440-	IMP/INST-CNF/STAF DV-BU	.00	
N	E	540-	PUPIL TRANS-XTRA CUR-BU	.00	
N	E	710-	SCH ADM-COPYING-BU	.00	
N	E	000-	MAJOR MAINT PROJ.-BU	.00	
N	E	281-	ART-SUPPLIES/MATLS-BU	.00	
N	E	284-	READING/LA-SPLS/MTLS-BU	.00	
N	E	287-	PE/HLTH-SUPLS/MATLS-BU	.00	
N	E	290-	MATH-SUPLS/MTLS-BU	.00	
N	E	291-	MUSIC SUPLS/MTLS-BU	.00	
N	E	292-	SCIENCE SUPLS/MTLS-BU	.00	
N	E	293-	SOC ST-SUPPLIES-BU	.00	
N	E	305-	PRESCHOOL SUPPLIES-BU	.00	
N	E	11-1118-400-610-400-10-5130-S-56294-	KNDGRN-SUPPLIES-BU	.00	
N	E	11-1200-400-610-400-10-5150-S-56296-	SE SUPPLIES-BU	.00	

Budget Detail for Account: 11-1118-400-610-400-10-5130-S-56294- KNDGRN-SUPPLIES-BU

Year	Ln	Seq	Period	Proj Qty	Proj Amt	Schl/Dept Qty	Schl/Dept Unit Cost	Schl/Dept Amount
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You are now ready to enter your next year's budget numbers. As you enter each budget amount, the "Available amount" cell will decrease in value for departments/locations with an allocation. The "Sch/Dept Total" will total all of your budget entries. When you are finished, the Available amount should be "0" and the Sch/Dept Total should reflect your total budget. Click the **Detail Info** button.

Next Year Budget Entry - Muniis [FAIRFIELD PUBLIC SC - TEST DB - 09/15/17]

HOME

Accept Cancel Search Query Builder Add Update Delete Global* Print Text file PDF Excel Word Email Attach Notes Audit GL Account Maplink* Alerts* Return

Confirm Search Actions Output Preview Office Tools Menu

Current Project: 19 2018 - 2019 School/Department Budget Access level: Sch/Dept

Sch/Dept Total	Supt Total	BOE Total	BOSBOFTM Total	RTMwRESRV Total	2018 Prjctd Total
.00	.00	.00	.00	.00	302,259.00

Account Rollup code 010BR BURR Available amount 50,180.00

Text	T	Full Account	Description	2019 Sch/Dept Amount	2019 Supt Amount
N	E	11-2210-205-610-129-10-3020-C-51530-	IMPRV/INSTR-INTERN-BU	.00	.00
N	E	11-2400-232-610-129-10-3040-S-51680-	SCH ADM CLER EXTRA-BU	.00	.00
N	E	11-2400-233-610-129-10-2147-C-51675-	SCH ADM-CLER SUPPORT-BU	.00	.00
N	E	11-2400-234-610-129-10-3070-S-54070-	SCH ADM LUNCH AIDE-BU	.00	.00
N	E	11-2640-241-610-129-10-3030-C-51494-	STAFF SVCS-TCHR SUB-BU	.00	.00
N	E	11-2640-244-610-129-10-3050-C-51825-	STAFF SVCS-TA SUBS-BU	.00	.00
N	E	11-2210-323-610-319-10-6130-S-54440-	IMP/INST-CNF/STAF DV-BU	.00	.00
N	E	11-2550-337-610-317-10-6190-S-54540-	PUPIL TRANS-XTRA CUR-BU	.00	.00
N	E	11-2400-347-610-327-10-6150-C-54710-	SCH ADM-COPYING-BU	.00	.00
N	E	11-2530-395-610-313-10-6640-C-55000-	MAJOR MAINT PROJ-BU	.00	.00
N	E	11-1102-400-610-400-10-5010-S-56281-	ART-SUPPLIES/MATLS-BU	.00	.00
N	E	11-1104-400-610-400-10-5031-S-56284-	READING/LA-SPLS/MATLS-BU	.00	.00
N	E	11-1108-400-610-400-10-5060-S-56287-	PE/HLTH-SPLS/MATLS-BU	.00	.00
N	E	11-1111-400-610-400-10-5090-S-56290-	MATH-SPLS/MATLS-BU	.00	.00
N	E	11-1112-400-610-400-10-5100-S-56291-	MUSIC SPLS/MATLS-BU	.00	.00
N	E	11-1113-400-610-400-10-5110-S-56292-	SCIENCE SPLS/MATLS-BU	.00	.00
N	E	11-1115-400-610-400-10-5120-S-56293-	SOC ST-SUPPLIES-BU	.00	.00
N	E	11-1117-400-610-400-10-5129-S-56305-	PRESCHOOL SUPPLIES-BU	.00	.00
N	E	11-1118-400-610-400-10-5130-S-56294-	KNDGRN-SUPPLIES-BU	.00	.00
N	E	11-1200-400-610-400-10-5150-S-56296-	SE SUPPLIES-BU	.00	.00

Budget Detail for Account: 11-1118-400-610-400-10-5130-S-56294- KNDGRN-SUPPLIES-BU

Year	Ln	Seq	Period	Proj Qty	Proj Amt	Sch/Dept Qty	Sch/Dept Unit Cost	Sch/Dept Amount	Supt Qty	Supt Amt
------	----	-----	--------	----------	----------	--------------	--------------------	-----------------	----------	----------

Hit the "Add" button (green cross) to begin to enter the detail information for the account that you are budgeting. A small window will open to allow you to select the type of detail to add. It will default to Operating/Capital which is correct – click "Ok." Tab down to enter the "Quantity" and the "Unit Cost." The "Total" will calculate.

Tab to "Description" and enter the detail to describe your budgeted item. Click the green check mark to complete the entry. All budget entries must be submitted in detail even if the request is for one item (such as Quantity 1, Unit price \$10,000 for paper).

Next Year Budget Entry - Muniis [FAIRFIELD PUBLIC SC - TEST DB - 09/15/17] > Detail Info [FAIRFIELD PUBLIC SC - TEST DB - 09/15/17]

HOME

Accept Cancel Search Query Builder Add Update Delete Global* Print Text file PDF Excel Word Email Attach Notes Audit Maplink* Alerts* Return

Confirm Search Actions Output Preview Office Tools

Current Project: 19 2018 - 2019 School/Department Budget Access level: Sch/Dept

Account E 11-2210-352-001-305-60-6450-B-54060- CENSUS/VERIFICATION

Project Account

Requested

Year

Line

Sequence

Period

Is this a 1-time expenditure or revenue?

Priority item

Request group

User-defined

Approval Status

Quantity

Unit cost

Total

Totals

Sch/Dept	Qty	Amount	Account totals
Supt			
BOE			
BOSBOFTM			
RTMwRESRV			
Projected actual			

Requested Description

Justification

Position

Job Class

Group

Grade/Step

Location

Position

Employee Number

Detail Add

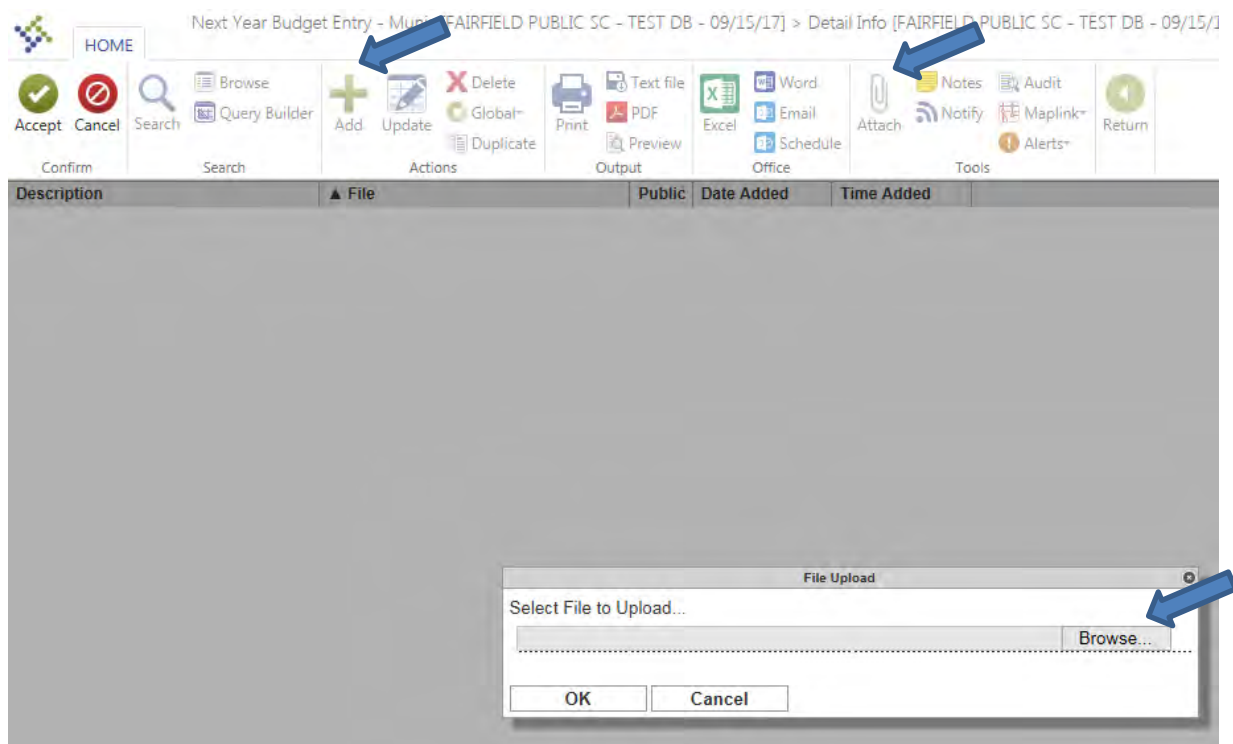
Select type of detail to add.

☒ Operating/Capital

☐ Salary

OK Cancel

If additional documentation is required to clarify the detail you entered or you need to include a quote or contract, click on the “Attach” button (paperclip) and the “Add” button (green cross). A window to select the file to attach will open. Click on “Browse” and select the file that you want to attach. After selecting the file, click “Open.” Your document shows up in “File Upload” box. Hit “Ok.”



Name the attachment and hit Enter (or the green check mark.)


The screenshot shows the 'Next Year Budget Entry' application interface. The top navigation bar includes 'HOME' and a breadcrumb trail: 'Next Year Budget Entry - Munis > FAIRFIELD PUBLIC SC - TEST DB'. The main toolbar contains several groups of icons: 'Confirm' (Accept, Cancel), 'Search' (Search, Query Builder), 'Actions' (Add, Update, Delete, Global, Duplicate), 'Output' (Print, Text file, PDF, Preview), and 'Return'. Below the toolbar, a form is displayed. The form has a section titled 'Please enter a brief description (30 characters or less) for this Munis Attachment file.' with a text input field labeled 'Description'. A blue arrow points to the 'Description' input field. Below this is another section titled 'Also, by default this file is considered "private" and can only be viewed by Munis users. To change this setting and allow for "public" viewing of this file, check this box.' with a checkbox labeled 'File can be viewed by non-Munis users'.

To view your attachment, click on it.

Description	File	Public	Date Added	Time Added
test2	OCTIMPORT1.xlsx		10/13/2017	10:34:50
test	OCTSALBAL1.xlsx		10/13/2017	10:33:28

Click "Save." Another window will open at the bottom of your screen. Click "Open Folder." A list of documents will open. The attachment should be the first one in the list. Click on it to open and view.

Do you want to open or save 256526_25679_OCTSALBAL1.xlsx (38.7 KB) from yvvtnmun113cs01.tylertech.com? Open Save Cancel

Hit "Return",  , to get back to the detail page and "Return" again to get back to your Next Year Budget Entry screen.

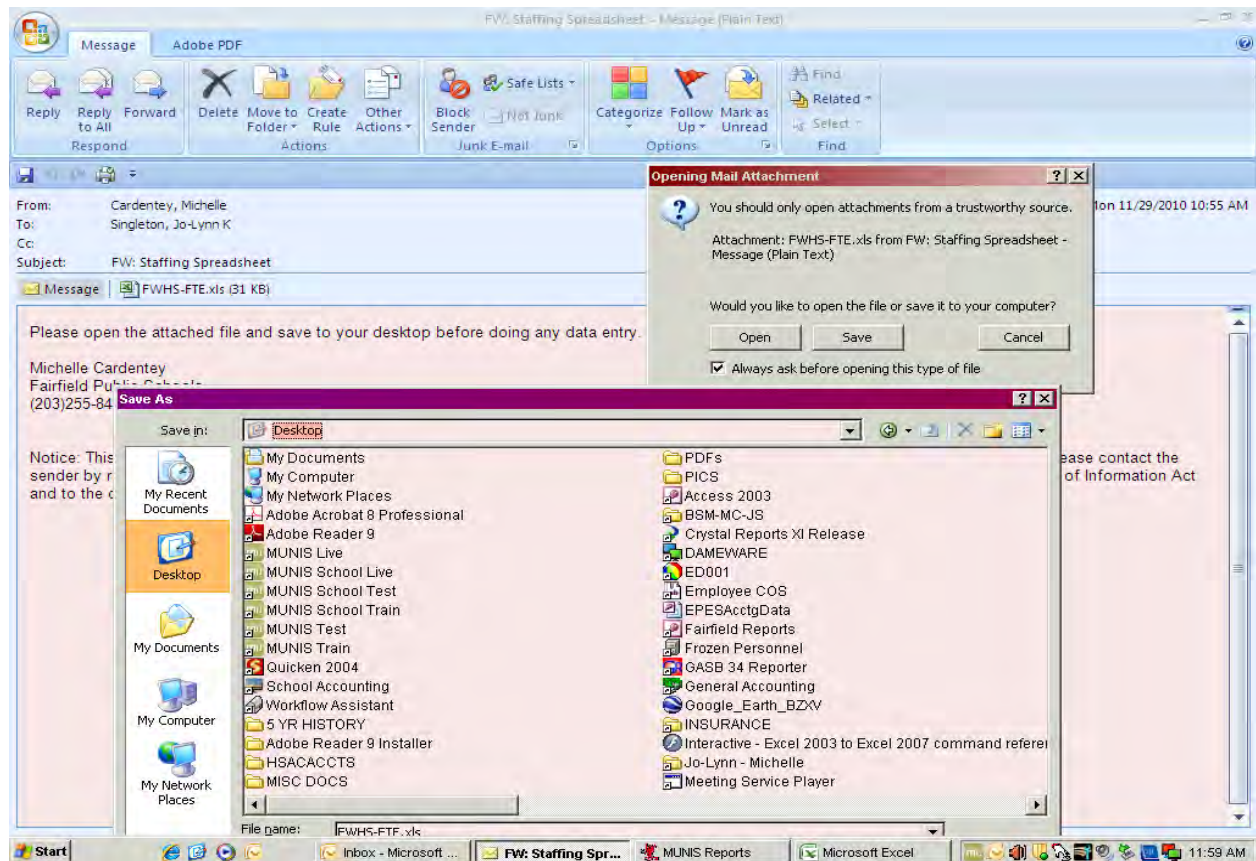
The amount you entered on the Detail Info page will appear in the **2022** Sch/Dept Amount column. Select the next account and repeat the budget entry process until every account has an amount and a detailed explanation. Confirm that the "Sch/Dept Total" field matches your total allocation. Notify Doreen by clicking "Notify" when the budget entry is complete. Exit the screen when you are finished.

Next Year Budget Entry - Muniz (FAIRFIELD PUBLIC SC - TEST DB - 09/15/17) > Account Find (FAIRFIELD PUBLI

STAFFING BUDGET PROCEDURES

You will receive an email from Human Resources with a staffing spreadsheet attached.

You will need to open the attachment and save it to your desktop for data input.



Enter proposed FTEs, as approved by the Superintendent, in the "Proposed" column and submit to the Executive Director of Personnel and Legal Services. The positions in the "Grants" column and the positions identified as "District" (located at the bottom of the page) are for verification purposes only. These positions are budgeted at Central Office. If you believe there is a discrepancy in either category, please notify the Executive Director of Personnel and Legal Services.

Position	Location Desc	Category	Category Description	School Budget Description	Budgeted 20-21	Current 20-21	Proposed 21-22	Grants 20-21
56014002	ROGER LUDLOWE MIDDLE SCHOOL	101	Teaching Staff	TCHR SAL-ART-LD	2.60	2.60	0.00	0.00
56014006	ROGER LUDLOWE MIDDLE SCHOOL	101	Teaching Staff	TCHR SAL-READING-LD	3.00	3.00	0.00	0.00
56014808	ROGER LUDLOWE MIDDLE SCHOOL	101	Teaching Staff	TCHR SAL-ENGLISH-GR7-LD	3.00	3.00	0.00	0.00
56014908	ROGER LUDLOWE MIDDLE SCHOOL	101	Teaching Staff	TCHR SAL-ENGLISH-GR8-LD	3.00	3.00	0.00	0.00
56014710	ROGER LUDLOWE MIDDLE SCHOOL	101	Teaching Staff	TCHR SAL-W. LANG-GR6-D	1.00	1.00	0.00	0.00
56014810	ROGER LUDLOWE MIDDLE SCHOOL	101	Teaching Staff	TCHR SAL-W. LANG-GR7-LD	2.40	2.40	0.00	0.00
56014910	ROGER LUDLOWE MIDDLE SCHOOL	101	Teaching Staff	TCHR SAL-W. LANG-GR8-LD	2.80	2.80	0.00	0.00
56013912	ROGER LUDLOWE MIDDLE SCHOOL	101	Teaching Staff	TCHR SAL-HEALTH-LD	2.60	2.60	0.00	0.00
56014012	ROGER LUDLOWE MIDDLE SCHOOL	101	Teaching Staff	TCHR SAL-PHS ED-LD	4.00	4.00	0.00	0.00
56014014	ROGER LUDLOWE MIDDLE SCHOOL	101	Teaching Staff	TCH SAL-FAM/CON SCI-LD	2.60	2.60	0.00	0.00
56014016	ROGER LUDLOWE MIDDLE SCHOOL	101	Teaching Staff	TCH SAL-TECH ED-LD	1.60	1.60	0.00	0.00
56013918	ROGER LUDLOWE MIDDLE SCHOOL	101	Teaching Staff	TCHR SAL-COMPUTER-LD	2.40	2.40	0.00	0.00
56014018	ROGER LUDLOWE MIDDLE SCHOOL	101	Teaching Staff	TCHR SAL-MATH-GR 7-LD	3.00	3.00	0.00	0.00
56014918	ROGER LUDLOWE MIDDLE SCHOOL	101	Teaching Staff	TCHR SAL-MATH-GR 8-LD	3.00	3.00	0.00	0.00
	ROGER LUDLOWE MIDDLE SCHOOL	101	Teaching Staff	TCHR SAL-MATH RESOURCE	1.00	1.00	0.00	0.00
56013820	ROGER LUDLOWE MIDDLE SCHOOL	101	Teaching Staff	TCHR SAL-BAND-LD	2.90	2.60	0.00	0.00
56013920	ROGER LUDLOWE MIDDLE SCHOOL	101	Teaching Staff	TCHR SAL-STRING-LD	1.20	1.20	0.00	0.00
56014020	ROGER LUDLOWE MIDDLE SCHOOL	101	Teaching Staff	TCHR SAL-GEN MUSIC-LD	1.40	1.40	0.00	0.00
56014822	ROGER LUDLOWE MIDDLE SCHOOL	101	Teaching Staff	TCHR SAL-SCIENCE-GR7-LD	3.00	3.00	0.00	0.00
56014922	ROGER LUDLOWE MIDDLE SCHOOL	101	Teaching Staff	TCHR SAL-SCIENCE-GR8-LD	3.00	3.00	0.00	0.00

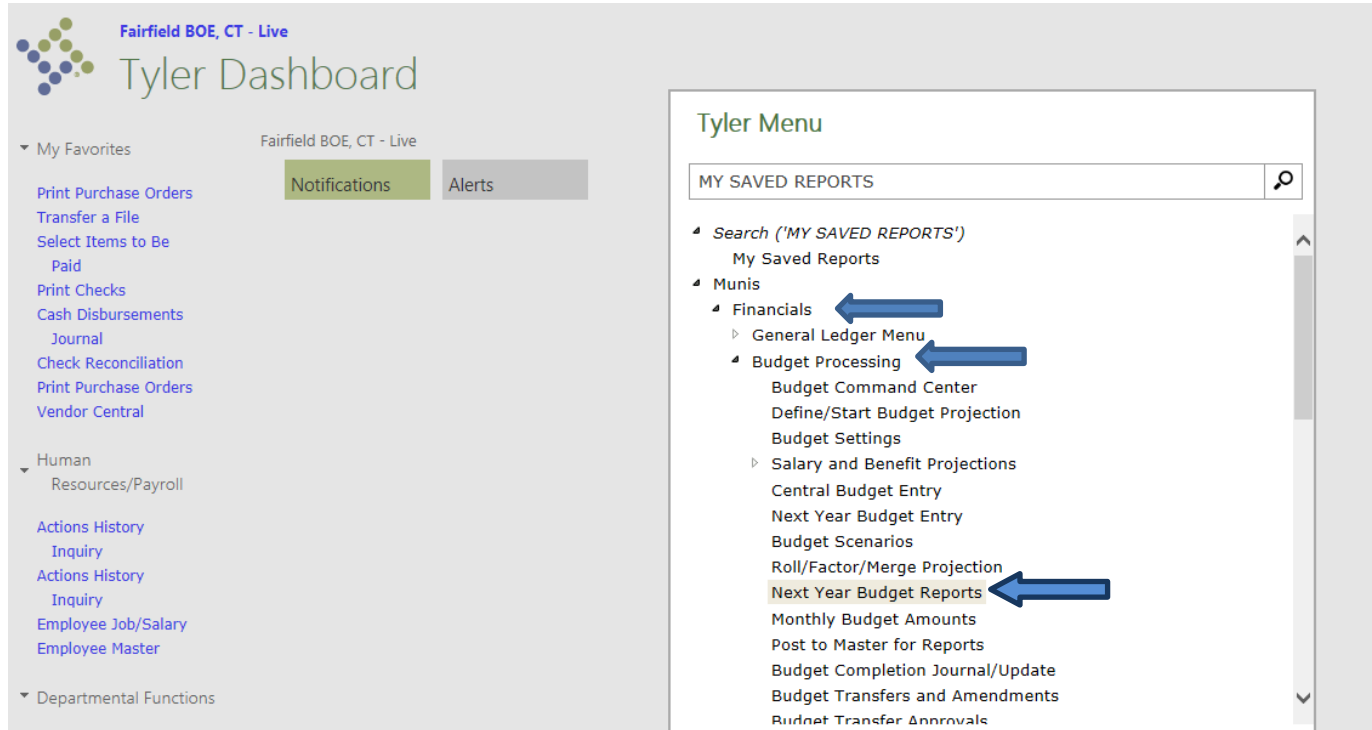
District							
061013332	BURR	101	TEACHING STAFF	TCHR SAL-ELL-BU	0.40	0.60	0.00
001012638	BURR	103	CERTIFIED SUPPORT STAFF	SOCIAL WORKER-BU	0.00	0.30	0.00
061023360	BURR	129	PART-TIME STAFF	SCH ADM-CLER SUPPORT-BU	1.00	1.00	0.00
					1.40	1.90	0.00
							0.10

Save document. Attach completed file in an email to cdeasy@fairfieldschools.org.

BUDGET REPORTS

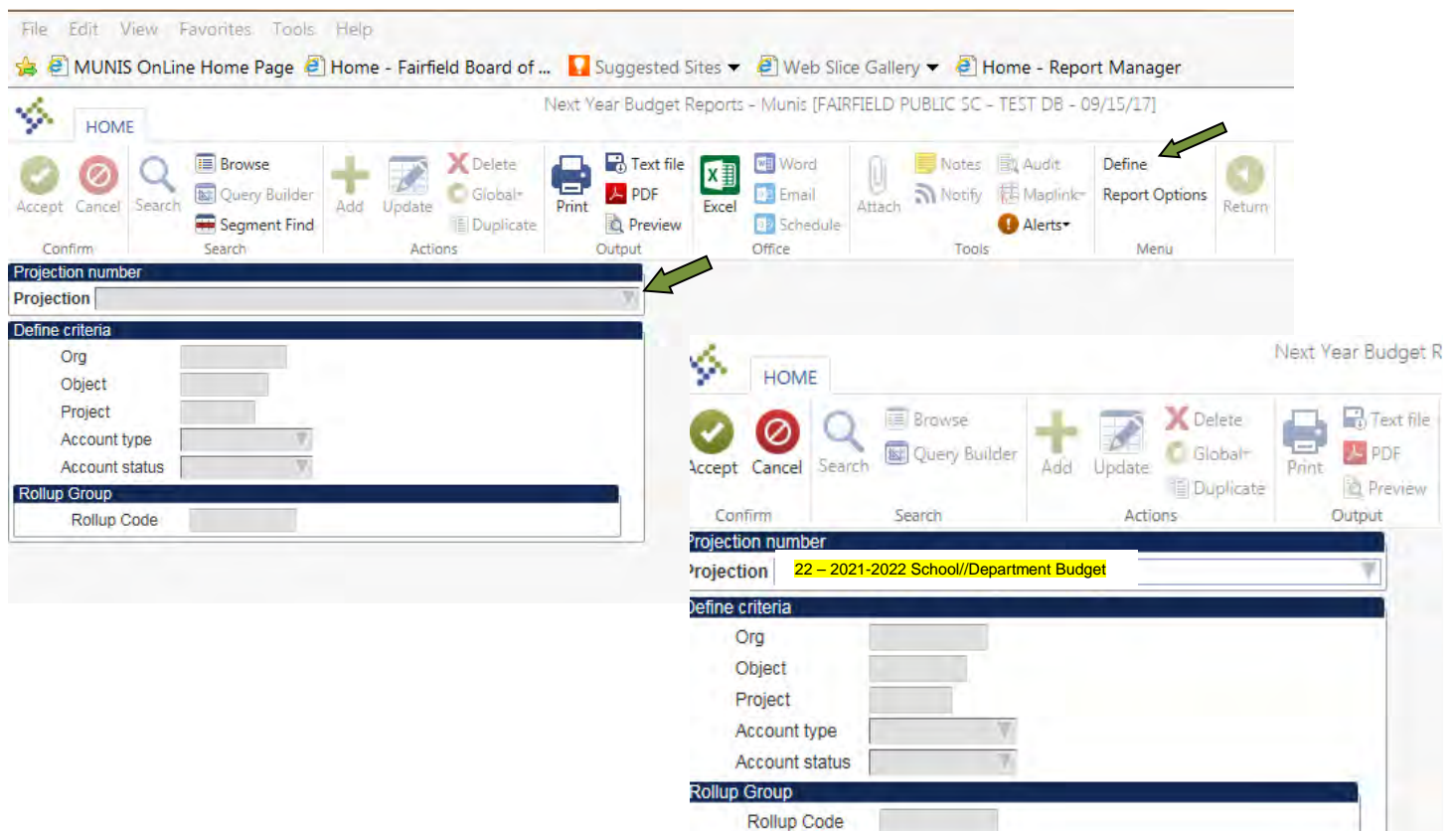
Open MUNIS App Center.

Open Financials – Budget Processing – Next Year Budget Reports



The Next Year Budget Reports window will open.

Click on the “Define” button and use the drop down menu to choose the correct projection.



Click the green check mark to accept the report choice and click the green check mark **again** to select the accounts to be included in the report. (You will only be able to view your own accounts.) The number of records will appear in the lower left hand corner of your screen.

Click "Report Options."

Next Year Budget Reports - Munis [FAIRFIELD PUBLIC SC - TEST DB - 09/15/17]

HOME

Accept Cancel Search Browse Query Builder Segment Find Add Update Delete Global+ Duplicate Print Text file PDF Excel Word Email Schedule Attach Notify Maplink+ Alerts+ Define Report Options Menu

Projection number
Projection 21 - 2020-2021 School/Department Budget

Define criteria
Org
Object
Project
Account type
Account status

Rollup Group
Rollup Code

Click drop down menu to choose type of report to run.

Customize Budget Level, Sequences and remaining parameters as indicated.

Next Year Budget Reports - Munis [FAIRFIELD PUBLIC SC - TEST DB - 09/15/17] > NY Budget Report Options [FAIR]

HOME

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Report
Type 3 - NEXT YEAR BUDGET DETAIL REPORT

Budget level 1 - Schl/Dept

Percent change calculation method. 1 - (LEVEL - CURR BUD) / CURR BUD

Print first or second year of budget requests
☒ First
☐ Second

Sequences

Field #	Total	Page Break
1 6 - Department	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2 2 - Program	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>

Additional options

13 Period number

☐ Print revenue as credit

☐ Include cfw in rev bud

☐ Include cfw in actuals

☐ Totals only

☐ Include segment code

☐ Include report grand totals by account type

☒ Print full GL account

☐ Double space

☐ Suppress zero bdgt accts

☐ Print as worksheet

☐ Print pct or comment

☐ Print text

☐ Amounts/totals exceed 999 million dollars


☐ Print five budget levels



Multiyear view Default view


☐ Print report options


Click the PDF document icon to generate report. This will take a few moments


Next Year Budget Report



HOME


 Accept
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 Search


 Browse


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 Add


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
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 Preview

Projection number

Projection 19 - 2018 - 2019 School/Department Budget

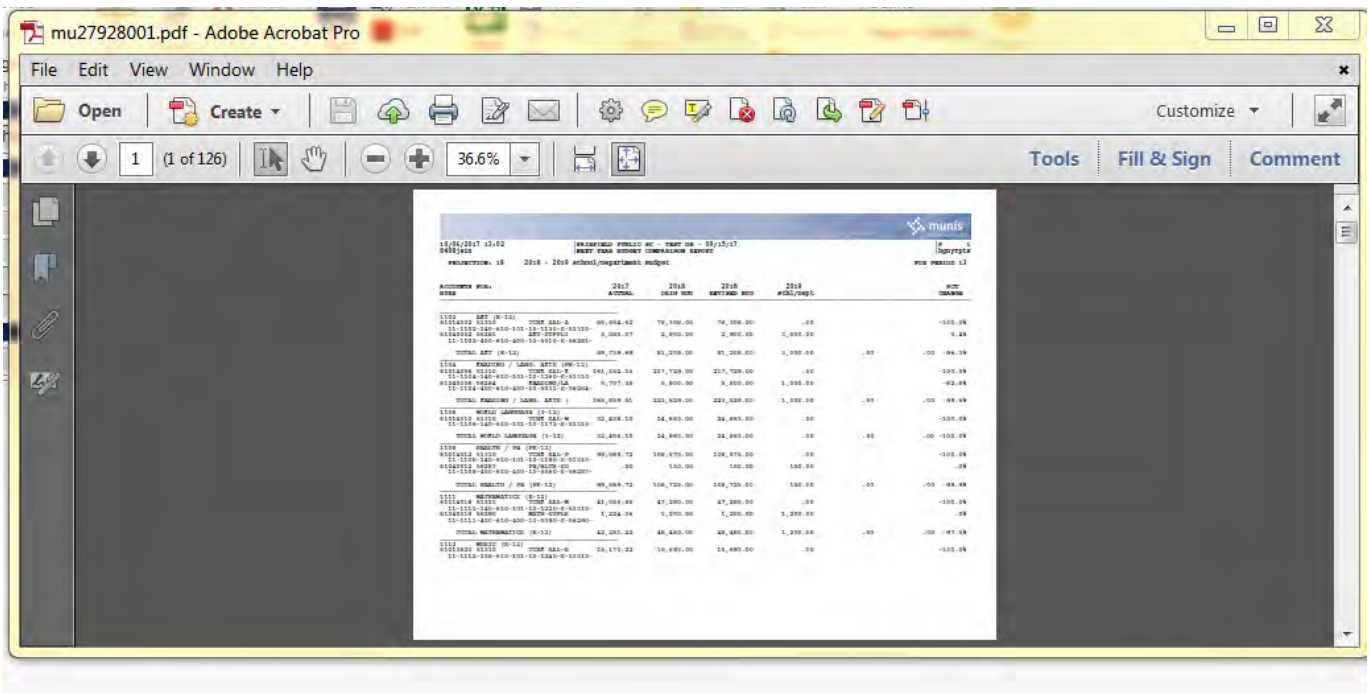
Define criteria

Org	<input type="text"/>
Object	<input type="text"/>
Project	<input type="text"/>
Account type	<input type="text"/>
Account status	<input type="text"/>

Rollup Group

Rollup Code	<input type="text"/>
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When the report is ready, on the bottom of your screen you will see, “Do you want to open or save . . . “. Click the “Open” button. Your report will appear on your screen. You can now print your report.



WHAT ACCOUNT TO BUDGET AND USE, ONCE FUNDED

What qualifies as equipment and must be budgeted for in an Equipment Account?

Items budgeted to this account are considered to be “long term assets” and non-technology. These are typically more costly items that have a useful life of more than one year. (See examples below.)

What does not qualify as equipment and is budgeted in a Supply Account?

A supply is a consumable item, which is “disposable” and typically used within a short timeframe. (See examples below.)

EXAMPLES

(lists are NOT all-inclusive)

EQUIPMENT

Bookcases
Camera (high-end)
Carpet (area)
Chair
Desk
File Cabinet
Microscopes & Balances
Musical Instruments
Sewing machines
Table
Teaching Easel
White or corkboard
(larger than 4'x5')

SUPPLIES

Book Displays (small,library)
Calculators
Camera, digital (low-end)
Fabric, needles, bobbins
Drill bits and sandpaper
Instrument reeds & pads
Microscope Slides
◆ CD Player
◆ Digital Voice Recorder
◆ Headphones (w/ & w/out mics)
◆ SD Cards, flash drives & cables
◆ Speakers, multi-media

TECHNOLOGY DEPT BUDGET

Audio/Visual Displays
Computer
Document Camera
Interactive Whiteboard (SmartBoard)
Laptop
Monitor(s)
Multimedia Projector
Printer
Scanner
Speakers, mounted
Tablet, Computer

◆ *Budget in School Technology Supply Account*

FAIRFIELD PUBLIC SCHOOLS BUDGET ENTRY FORMS

Your Budgeting Worksheet is available in the second tab (green) below. After reading these directions, please click on the **green** tab to begin.

On the "Budgeting Worksheet", click on the cell under "Department"; a drop down arrow will appear. Click on the arrow to choose your department. Once your department is chosen, the account choices will be restricted to that particular department. Select the Account name using the drop down arrow. All other account information will automatically populate. Enter your name in the box indicated.

If you need additional space for your Item Description or Justification, the cell will grow to accommodate more text (please keep this as concise as possible. Use the Budget Narrative tab for further supporting detail).

All totals will round-up to the nearest dollar. The total budget request will tabulate as your items are entered.*

Once the "Budgeting Worksheet" is complete, select the "Budgeting Narrative" tab (yellow) to enter your Instructional Programs Justification.

*Please see the "What Account" tab (blue) for additional help.

When all data entry is completed, save a copy to your local drive.

HARD COPY AND ELECTRONIC SUBMISSIONS ARE DUE TO THE SUPERINTENDENT AND THE EXECUTIVE DIRECTOR OF INNOVATION, CURRICULUM AND PROGRAMS NO LATER THAN OCTOBER 25, 2020.

Click the green tab below to begin.



FAIRFIELD PUBLIC SCHOOLS
INSTRUCTIONAL PROGRAMS BUDGET JUSTIFICATION
2021-2022

Department	Grade Level	Name of Person Completing Form
<input type="text"/>	<input type="text"/>	<input type="text"/>
Account Name	Account #	
<input type="text"/>	<input type="text"/>	

HINT! To create a new line w/o moving out of the active cell, use the keystroke combination Alt+Enter!

1. Please list the goals and instructional priorities for this curriculum area for the next school year:

2. Please list the targeted June 2022 outcomes for this curriculum area:

3. Other curriculum, instruction, and assessment information related to this area for the 2021-2022 school year:

DEPARTMENT SELECTION: Click cell B4 then use Drop Down found on the right side of selected cell

Note: This form must be used when submitting your budget requests. Other forms/formats will not be accepted.

TOTAL	\$ -
--------------	-------------

WHAT DISTRICT ACCOUNT SHOULD I USE???

- ☞ **PD/CURRICULUM** – Curriculum writing, professional development, professional development resources and association fees should all be budgeted in this account.
- ☞ **TEXT/MATERIALS ACCOUNT** – This account should contain reading materials or other resources to support the curriculum, which varies based on the subject area.
- ☞ **SUPPLY ACCOUNT** – A “Supply” is a consumable item, which is disposable and typically used within a short timeframe.
- ☞ **SPED/SPEECH & LANGUAGE/MAINTENANCE EQUIPMENT ACCOUNTS** – Items budgeted to this account are considered to be “long term assets”. These are typically more costly items that have a useful life of more than one year.

Fairfield Public Schools
Fairfield, Connecticut

To: District Leadership Team
First Selectwoman, Brenda Kupchick
Chief of Police, Christopher Lyddy
Fire Chief, Denis McCarthy
From: Dr. Zakia Parrish, Director of Operations and Processes
Date: October 2020

OPENING OF SCHOOLS AND SCHOOL HOURS UNDER THE HYBRID MODEL
2020-2021

SECONDARY SCHOOLS—REMOTE LEARNING ON WEDNESDAYS

	<u>A.M.</u> <u>OPENING</u>	<u>P.M.</u> <u>CLOSING</u>	<u>(2 HOUR)</u> <u>DELAYED</u> <u>OPENING</u>	<u>EARLY DISMISSAL</u>
Fairfield Ludlowe High School	7:30	2:10	9:30	11:45
Fairfield Warde High School	7:30	2:10	9:30	11:45
Walter Fitzgerald Campus (WFC)	8:00	2:15	10:00	12:15
Fairfield Woods Middle School	8:10	2:50	10:10	12:40
Roger Ludlowe Middle School	8:10	2:50	10:10	12:40
Tomlinson Middle School	8:10	2:50	10:10	12:40

HOLLAND HILL ELEMENTARY SCHOOL—AM COHORT

<u>OPENING</u>	<u>CLOSING</u>	<u>(2 HOUR)</u> <u>DELAYED</u> <u>OPENING</u>	<u>EARLY DISMISSAL</u>
8:15	10:45	NO AM IN-PERSON LEARNING. REMOTE LEARNING IN AFTERNOON.	PREPLANNED EARLY DISMISSAL, NO AM IN-PERSON LEARNING. ALL STUDENTS WORK REMOTELY. NON-PREPLANNED DAY WOULD DISMISS BY 9:45.

HOLLAND HILL ELEMENTARY SCHOOL—PM COHORT

<u>OPENING</u>	<u>CLOSING</u>	<u>(2 HOUR)</u> <u>DELAYED</u> <u>OPENING</u>	<u>EARLY DISMISSAL</u>
12:15	2:45	IN-PERSON LEARNING IN AFTERNOON. TEACHER TO COMMUNICATE ANY AM REMOTE LEARNING.	NO PM IN-PERSON LEARNING. ALL STUDENTS WORK REMOTELY.

ALL OTHER ELEMENTARY SCHOOLS—AM COHORT

<u>OPENING</u> 9:00	<u>CLOSING</u> 11:30	(2 HOUR) DELAYED OPENING NO AM IN-PERSON LEARNING. REMOTE LEARNING IN AFTERNOON.	<u>EARLY DISMISSAL</u> PREPLANNED EARLY DISMISSAL, NO AM IN-PERSON LEARNING. ALL STUDENTS WORK REMOTELY. NON-PREPLANNED DAY WOULD DISMISS BY 10:30.
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AL OTHER ELEMENTARY SCHOOLS—PM COHORT

<u>OPENING</u> 1:00	<u>CLOSING</u> 3:30	(2 HOUR) DELAYED OPENING IN-PERSON LEARNING IN AFTERNOON. TEACHER TO COMMUNICATE ANY AM REMOTE LEARNING.	<u>EARLY DISMISSAL</u> NO PM IN-PERSON LEARNING. ALL STUDENTS WORK REMOTELY.
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PRESCHOOLS—ECC WARDE and ECC STRATFIELD

<u>A.M OPENING</u> 9:10	<u>P.M. CLOSING</u> 11:45	(2 HOUR) EMERGENCY DELAYED OPENING AM SESSION CANCELED.	<u>SCHEDULED EARLY DISMISSAL DAYS</u> (see school calendar) AM OR PM SESSION CANCELED ACCORDING TO ELEMENTARY PLAN.
<u>P.M. OPENING</u> 12:45	<u>P.M. CLOSING</u> 3:15	<u>EMERGENCY EARLY DISMISSAL</u> PM SESSION CANCELED.	

1. Parent Conference Days on **October 8, 2020** (Early Dismissal PK-8; conferences in afternoon, all students work remotely), **October 13, 2020** (Delayed Start PK-8; conferences in morning, AM Elementary canceled, remote learning in afternoon. PM Elementary in-person learning, teacher to communicate any AM remote learning), **October 14, 2020** for Elementary Schools (Early Dismissal PK-12; conferences in evening, all students work remotely) and ECC (Early Dismissal).
PSAT testing for High School – **October 29, 2020 (Grade 11), January 26, 2021 (Grade 10), Grade 9 TBD** (Early Dismissal)
2. Parent Conference Days on **March 17, 18, 25, 2021** for Elementary Schools (Early Dismissal) and ECC (Early Dismissal).
3. On Parent Conference Days the **Middle Schools** will dismiss students at **12:40 p.m.**
4. Early Dismissal Professional Development Day **(PK-12) –February 11, 2021. (refer to Page 1 for Early Dismissal times)**
Preschool will follow a shortened day schedule for AM and PM sessions on scheduled Early Dismissal days.
5. On Full-Day Professional Development Days – **Monday, November 2, 2020 and Tuesday, November 3, 2020**, all schools are closed for students (all certified staff report).
6. Delayed openings are 2 hours after the normal starting time. Refer to page 1 and 2 for Elementary changes due to delayed openings.
7. School lunch will NOT be served to the Elementary Schools only on Early Dismissal days.

Should you have any questions, please call Zakia Parrish at 203-255-8372.

FIRST DAY OF SCHOOL, FULL DAY, TUESDAY, SEPTEMBER 8, 2020
--

Question	Backordered	Project in process	Awaiting Invoice	Invoice received, awaiting processing	Other notes
1) School based supplies-are these a part of our per pupil allocation?					See Attached
2) Curriculum materials					
What is the status of processing these school based art supplies, science supplies, business ed supplies, tech ed supplies, reading supplies, math supplies, library supplies?	FCS PO for \$141.77 embroidery kit is on backorder for TMS. FCS PO from FWHS are for \$325, they are awaiting the invoice.			BusEd PO for \$750 is for books that arrived in August. Invoice being sent to CO for processing.	There are no open POs for TechEd;
3) Maintenance:					
The amount of maintenance supplies on this list is alarming, given our existing deficiencies in this area.	Most COVD supplies are backordered and starting to arrive				
Fencing items, painting supplies, HVAC supplies, fire, plumbing, roofing repairs, HVAC preventative maintenance. Is there a reason why the balances are open?	Pluming parts backordered invoice to follow. HVAC PM parts on back order invoice to follow	Fencing project at both high Schools are in process. HVAC parts ordered will be installed and invoiced when they arrive. Fire pump will be invoiced once it passes town inspection.		Roofing repairs waiting on invoices	Painting invoices were just received and processed
What is window covers for \$30K with an open balance?		Parts back ordered waiting for arrival and install invoice to follow			
System wide paving and curbs for \$34k?					invoices processed and closed
\$115K in major maintenance at FLHS and Warde on page 16?		Greenway project waiting for end of sporting season. Fencing project still on going.		Flooring projects compleated	
4) Sports Supplies:					
We just went through a presentation how the current practice in FPS is for our AD’s to seek at the end of the year any left over funds for supplies. We are looking at 40% of their supplies not processed. Over \$60,000 worth.	Warde - Orders from BSN and Blanchette Sporting Goods are on backorder, some of which are not due to arrive until mid-October	FLHS - Order from BSN and Stadium System for uniforms lacrosse, baseball and softball are in progress, cheerleading mats from BSN are being repaired, Nixon are senior banners are awaiting production; Warde - order from Medco Sports is enroute, the order was delayed due to a substitution that had to be made	FLHS - awaiting BSN invoice for \$10,200 used to purchase football uniforms; Warde - awaiting invoices from Wonderland of Ice, and BSN Sports (\$8415 and \$4250).	FLHS - invoices have been received and are awaiting processing for items purchased from InProduction; Warde - Invoice from Artech was received on 10/6/20 and is being processed.	
What are each of those line items on page 5 and 6 for?					
Reason why the orders are open?					
5) Professional development on pg. 8?					
	HR training on AESOP that extended into summer months; Frontline was behind on processing the payment.				

Question	Backordered	Project in process	Awaiting Invoice	Invoice received, awaiting processing	Other notes
6) Records Retention?					
This is quite a large number. Are we awaiting an invoice for this or has the invoice been received and not paid?		Project is still on going - conversion of student records from microfilm to digital media			
7) Tech Equipment Maintenance:					
Same questions- are we waiting on a bill or not paid?				Chimenet invoice sent to accounting to close with balance 10-5	
8) Capital Outlay of @\$167,000					
Items and reasoning for the open balance?	Items ordered from Insight Public Sector and Hewlett Packard are on backorder (chromebooks and laptops)				
9) CORONA					
There is \$95K on page 16 in this area. What are those items and status?	Most COVD supplies are backordered and starting to arrive				



Health Education Curriculum

Pre K- 12

Prepared by Lori Mediate, Cathy Hamill and Denise Lewis

Objectives of this presentation:

- What has prompted changes in the curriculum?
- What steps have been taken to prepare for the curriculum revision?
- Training and resources needed to move forward.



Expanding the curriculum to meet 21st century student needs

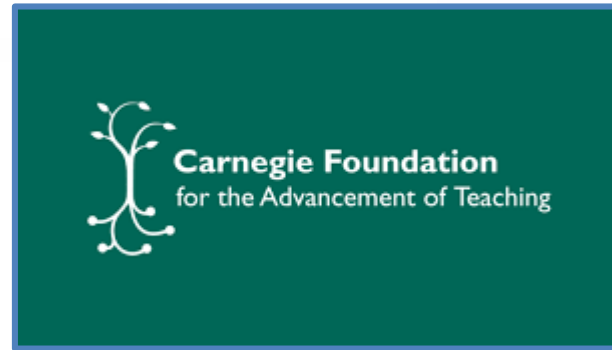


- Anxiety, Depression and Mindfulness
- Sexual Assault & Harassment education
- Vaping prevention education and cessation resources
- Opioids prevention education
- Inclusive lens of current curriculum
- CPR, AED, and First Aid certification

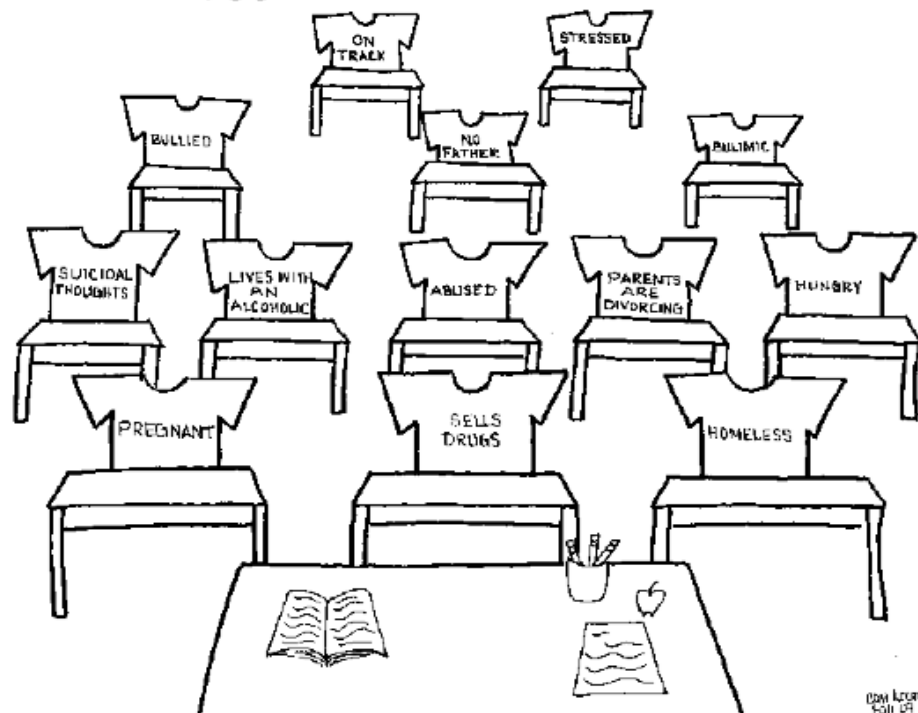
Why is Health Education imperative?

“Clearly, no knowledge is more crucial than
knowledge about health.

Without it, no other life goal can be
successfully achieved.”



GOOD MORNING, TEACHER



Anxiety, Depression and Mindfulness Education

When asked, “During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?”

26.9 % of CT Students answered “YES” (2017 YRB Survey)

In Fairfield, 13 % of high school students reported
“feeling sad or depressed most or all of the time in the last month”
and 6 % have attempted suicide 1x or more. (2019 RYASAP Survey)

MENTAL
HEALTH
MATTERS
#ENDTHESTIGMA

Vaping Prevention Education & Cessation Resources



In Connecticut, 5.9% of middle school and 25.1% of high school students report having tried vaping and using a vapor pen, v-pen, e-vapor, or e-cigarette (2017 YRB Survey)

When asked, “*Have you ever, vaped an electronic cigarette (JUUL, other brand) in the last 30 days ?*”

32.1% of Fairfield high school seniors had reported “YES” (2019 RYASAP Survey)

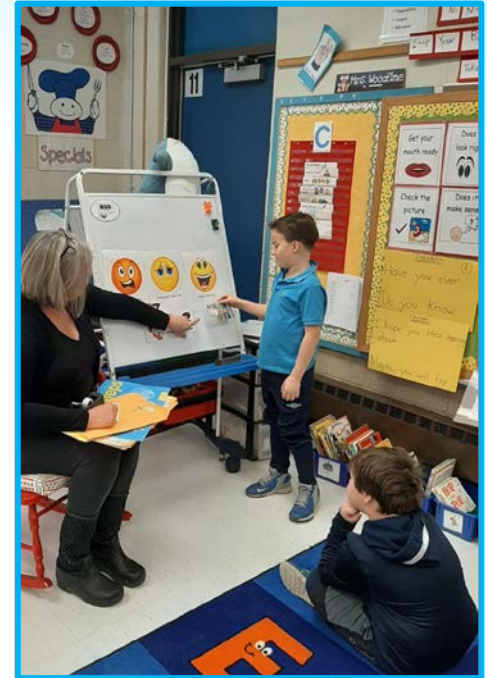
Sexual Assault & Harassment Education

Connecticut General Statute Sec. 17a-101q - Grades K-12
Mandate effective October 2016

Every 9 minutes, child protective services substantiates, or finds evidence for, a claim of child sexual abuse. (RAINN)

When asked, *“During the past 12 months, how many times did someone you were dating or going out with force you to do sexual things that you did not want to do?”* 6.2 % of high school CT students answered “YES” that it had occurred at least once

(2017 YRB Survey)



Opioid Prevention Education



When asked, “During your life, how many times have you taken prescription pain medicine without a doctor's prescription or differently than how a doctor told you to use it?”

10.1 % of high school CT students had taken them at least once
(2017 YRB Survey)

When asked, “During your life, how many times have you taken an over-the-counter drug to get high?”

5.4 % of high school CT students answered at least once
(2017 YRB Survey)

Inclusive Lens to Current Lessons

When working with diverse groups, health educators must have a clear picture of how **cultural issues** influence a health problem and related risk behaviors. (**Healthy People 2020**)

When asked, “During the past 12 months, have you ever been the victim of teasing or name calling because someone thought you were gay, lesbian, or bisexual?”

11.9 % of CT students answered YES

(2017 YRB Survey)



LGB youth are five times more likely to have attempted suicide compared to heterosexual youth. (**ODG, 2020**)

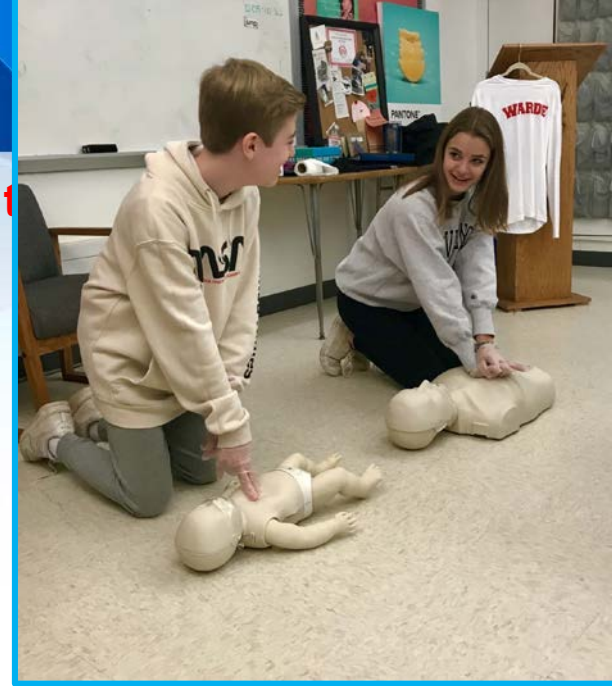
People with intellectual and developmental disabilities are sexually assaulted at a rate of **SEVEN TIMES** higher than those without disabilities. (**Oak Hill**)- Fairfield Community Partnership Program.

CPR/AED/First Aid Certification


Public Act No. 15-94: Requires public schools to offer first aid and CPR training
Mandate effective July 1, 2016

Cardiovascular disease, listed as the underlying cause of death, accounts for nearly 836,546 deaths in the US.

That's about **1 of every 3** deaths in the US.
(American Heart Association, 2019)



Timeline of Curriculum Development

- 
- Research and Review (2016-2020)
 - Curriculum writing sessions (2018-2020)
 - Focus groups- Citizen Family Life Committee (2020)
Fairfield Cares Youth Committee (2020)
 - BOE presentation (November 2020)

Vision of a Health Literate Graduate

COMMUNICATORS Students practice effective interpersonal communication.

COLLABORATORS Students work together to form effective resiliency skills.

CRITICAL THINKERS Students advocate for a healthy lifestyle.

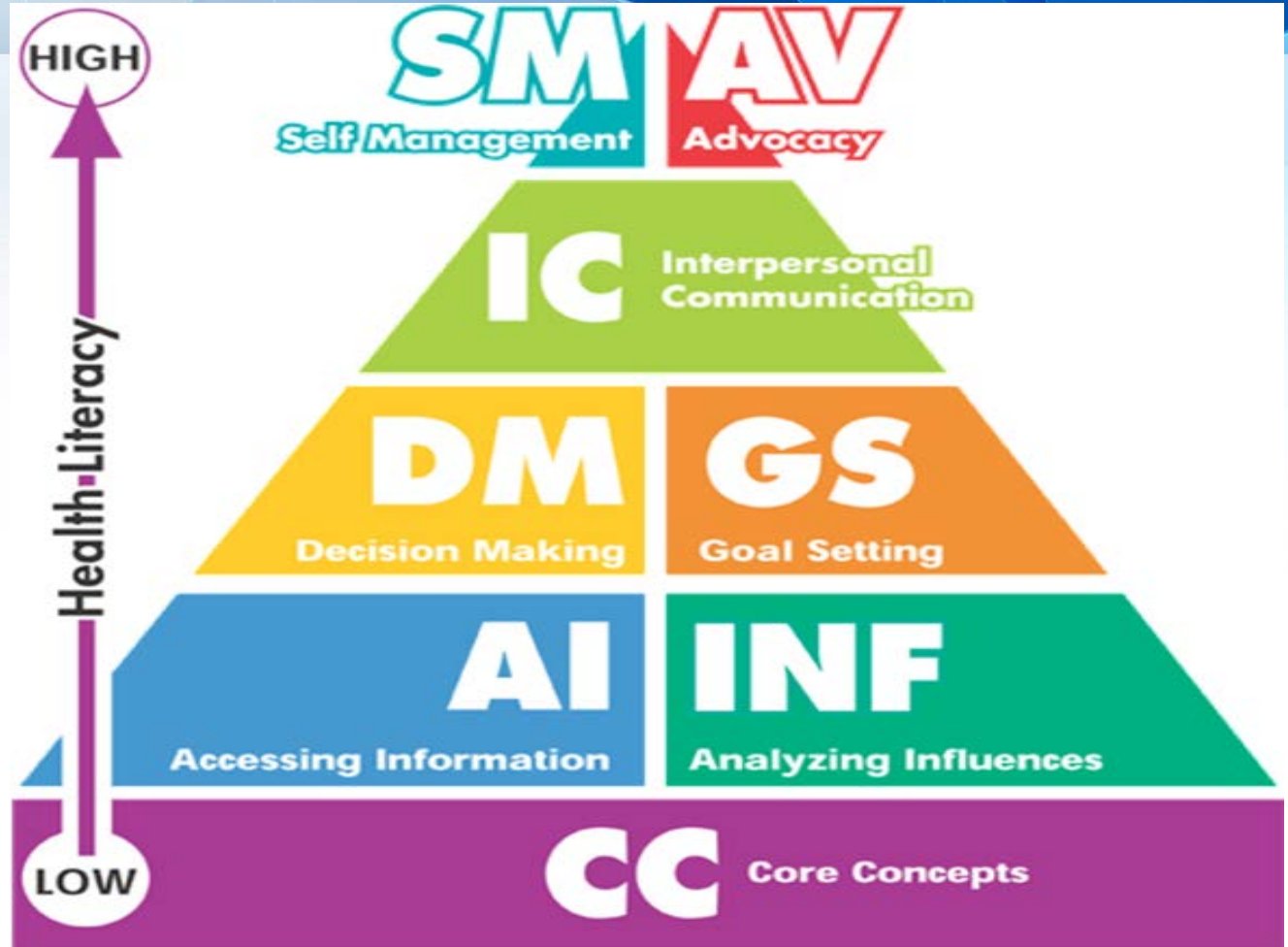
GOAL DIRECTED LEARNERS Students apply goal setting as they practice decision-making.

RESPONSIBLE CITIZENS Students practice skills necessary to effectively make choices in life decisions.

INNOVATORS Students apply the information and skills learned daily through health education.



CT Health Education Standards



Comprehensive School Health Education

- ✓ Addresses the physical, emotional, mental and social dimensions of health.
- ✓ Develops health knowledge and skills: is tailored to each grade level.
- ✓ Designed to motivate and assist students to maintain and improve their health.

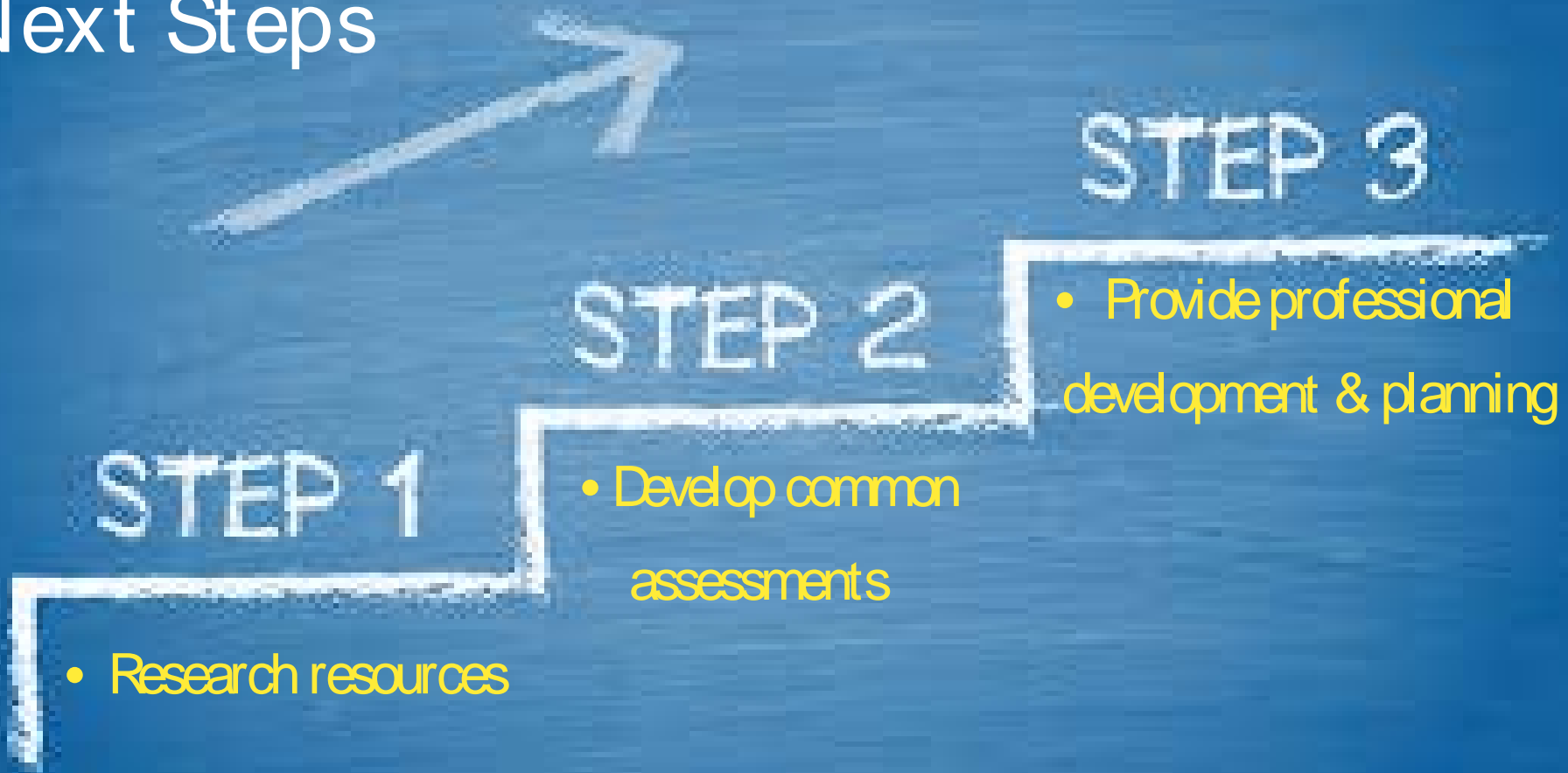


Students who participate in health education classes that use effective curricula:



- Increase their health knowledge and improve their health skills and behaviors *-Connell, Turner, and Mason, 1985*
- Decrease risky behaviors relative to the program *-Dent, Sussman, Stacy, Craig, Burton and Flay, 1995 -Botvin, Griffin, Diaz, Ifill-Williams, 2001*

Next Steps



Grade 8:

Current Drug Epidemics Project

Essential Questions:

- What can I do to avoid and reduce health risks?
- What can I do to promote accurate health information and healthy behaviors?



Objectives:

- Identify myths or false claims about the drugs.
- Obtain knowledge about the health consequences of the drugs.
- Explore the appeal of the drugs among adolescents in order to counter the appeal.
- Obtain accurate and current statistics about use and deaths in our state and nationally.
- Provide arguments and practice skills that will allow students to resist the drugs.

Activities:

- Individual students create a presentation
(poster, brochure, video, slides, etc).
- Share presentations to classmates
- Class Debate:
Which epidemic is more concerning?



There are many drugs that are extremely dangerous and are being abused, but the ongoing vaping epidemic is especially concerning because of who it is affecting. Vaping is being targeted towards kids and teens, and usage by these age groups and others continues to rise, along with deaths and injuries.

The term **epidemic** is defined as a sudden increase of the number of cases of a disease above what is expected in that area.

Addiction is a disease.

Healthy
children
make better
students and
better
students
make
healthy
communities.



Bibliography

The Carnegie Foundation for the Advancement of Teaching, 1983

Youth Risk Behaviour Survey, 2017

Regional Youth Adult Social Action Partnership Survey, 2019

Youth Tobacco Survey, 2015

Fairfield Cares SEARCH Survey, 2019

Rape, Abuse & Incest National Network, 2020

Centers for Disease Control and Prevention; Sexual Identity, Sex of Sexual Contacts, and Health-Risk Behaviors Among Students in Grades 9-12: Youth Risk Behavior, 2020

American Heart Association, 2019

Healthy People 2020

Oak Hill

National Action Plan to Improve Health Literacy



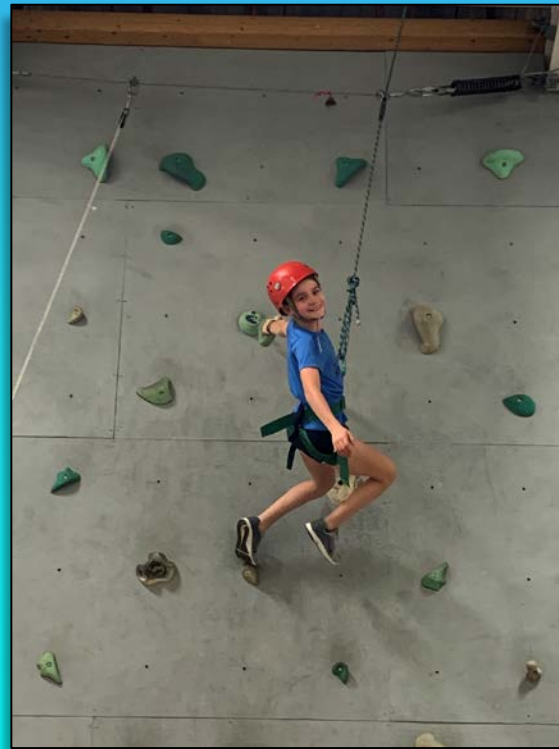
Health Education Curriculum

Pre K- 12

Prepared by Lori Mediate, Emma Manderville, Tina Bengermينو, Cathy Hamill and Denise Lewis

FAIRFIELD PUBLIC SCHOOLS

PreK - 12 PHYSICAL EDUCATION CURRICULUM



Process for Curriculum Revision

- Research and Review existing Curriculum 2017-18, 2018-19
- Revise Curriculum 2018-19 and 2019-2020
- Feedback from Parent Focus Groups, Administrators and Staff
February 2020 - March 2020
- Physical Education Presentation to BOE April 7, 2020 (Nov. 10, 2020)
- BOE -Presentation- Physical Education Curriculum May 12, 2020
(Nov. 10, 2020)

Our Vision For Physical Education

Upon successful completion of the Physical Education program in the Fairfield Public Schools students will:

- value physical activity and its contribution to a healthy lifestyle.
- acquire knowledge and motor skills to select and participate in physical activity safely, competently, and with personal satisfaction.
- develop health-related fitness, physical competence, cognitive understanding, and a positive attitude toward physical activity.
- appreciate the relationships with others that result from participation in physical activity.

Major changes of the Physical Education curriculum

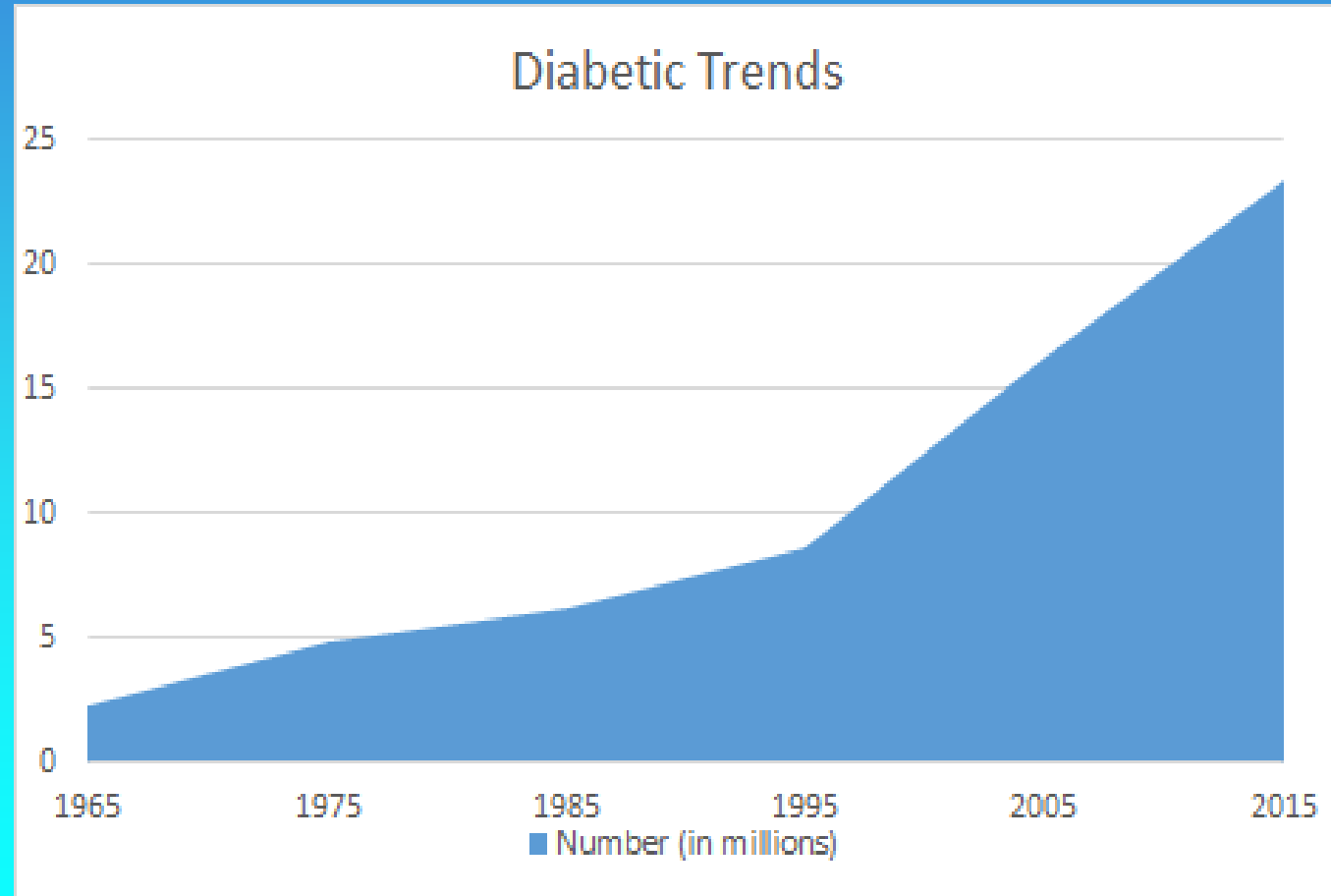
- Much of the content has remained the same.
- Content topics were reorganized to align with new standards.
- Common assessments have been developed and are easily accessible to teachers (this will assist them in their implementation of curriculum).
- A reorganization of the high school curriculum including a Physical Education elective.
- Last revisions: High School 2008, Middle School 2010, Elementary 2011

NATIONAL PE 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.

Health trends in America

- As of 2020, 34.2 million people have diabetes; 1 in 5 don't know they have diabetes
- CDC reports the prevalence of childhood obesity is 13.9% among 2-5 yo, 18.4% among 6-11 yo, 20.6% among 12-19 yo.
- Being more active and eating healthy can cut your risk of getting type 2 diabetes in half and reduce obesity.



A Physically Literate Individual:

- has learned the skills necessary to participate in a variety of physical activities (agility, balance, coordination, power, reaction time & speed.)
- knows the implications and the benefits of involvement in various types of physical activities.
- participates regularly in physical activity.
- is physically fit (cardiovascular endurance, flexibility, muscular strength & endurance.)
- values physical activity and its contributions to a healthful lifestyle.

Elementary Physical Education Course Goals

Students will have the ability or be able to:

- By the end of elementary school, students will be able to demonstrate proficiency in a combination of basic motor skills, fitness and movement concepts.
- Physical Educators will foster an environment where all students feel comfortable to take risks with new learning and challenging activities. In doing so, we will help the students understand the benefits of lifelong physical activity regardless of ability level.

CORE UNITS

- **Locomotor Activities -PreK-5:** This unit is designed to develop student's spatial awareness skills. Students will also learn a variety of animal walks and locomotor skills. (*jump, hop, skip, leap, gallop, bear walk, crab walk*)
- **Manipulative Skills -PreK-5:** This unit is designed to introduce students to proper throwing, rolling, sliding, bowling, juggling and catching techniques that will be used during activities and games that help increase the ability to perform these skills.
- **Body Management - PreK-5:** This unit is designed to introduce students to different forms of manipulation of the body through a variety of apparatus. Balance, strength, flexibility and movement are also addressed.
- **Games -PreK-5:** This unit is designed to teach students a variety of games to enhance participation in the physical education environment. Games will include, but not be limited to tag games, multicultural game and team games.

CORE UNITS, Con't

- **Fitness -PreK-5:** This unit offers an opportunity for the students to participate in a variety of activities which includes the areas of strength, flexibility, and cardio respiratory endurance. 4th graders will be administered The Connecticut Physical Fitness Assessment (CPFA)
- **Backyard Games- PreK-5:** This unit is designed to introduce students to a variety of games that are played at social gatherings. Many Americans use these activities as a way to come together both socially and physically.
- **Striking Activities - PreK-5:** This unit is designed to help students understand how to strike an object appropriately to become successful and stay safe in games that involve striking. Students will learn how to strike using different body parts in addition to using long handled and/or short handled instruments.
- **Invasion Activities - PreK-5:** This unit is designed to teach students skills and strategies in order to successfully participate in traditional and non-traditional sports, games, and activities where one or one's team crosses over into another team's territory.

Summary of Elementary Physical Education

At the elementary school level, students are provided the introductory lessons and given opportunities to become proficient in skill themes and movement concepts. Students are also provided the opportunity to develop emotionally, intellectually, and socially. The sequential nature of the PreK-5 curriculum allows the elementary school to foster a unique transition to the middle grade levels.



Middle School Physical Education Course Goals

Students will have the ability or be able to:

- demonstrate the skills and knowledge necessary to participate in a variety of physical activities.
- make decisions to establish and maintain a healthy lifestyle to promote individual wellness throughout their entire lives.
- recognize and understand the different effects of physical activity on one's mind and body.
- develop interpersonal skills and exhibit positive character traits during physical activity.

CORE UNITS

- **Fitness** - This is a unit focusing on physical fitness concepts and skills. Students will engage in a variety of fitness activities as a positive opportunity for social and group interaction. Students will develop proper techniques and knowledge for development of cardiovascular fitness, muscular strength and endurance and flexibility. The unit focuses on teaching the students how to properly execute machine, free weight and body weight exercises. Included in this unit is the administration of The Connecticut Physical Fitness Assessment (CPFA).
- **Group Activities** - This unit focuses on group activities, concepts and strategies. Students will use physical activity as a positive opportunity for social and group interaction. Students will engage in moderate to vigorous physical activities.
- **Individual Sports** - This is an introductory unit to expose students to individual and partner sports to learn skills necessary to participate (*archery, frisbee golf*).

CORE UNITS, Con't

- **Net Sports** - This unit is designed to expose students to a variety of net sports. Emphasis is given to the skills necessary to participate in *badminton, pickleball, tennis, and volleyball*.
- **Project Adventure** - This unit will provide students with an opportunity to participate in Project Adventure games, initiatives and climbing activities. Students will participate under the guidelines of the Project Adventure "Full Value Concepts" (*cooperative games, group initiatives, low and high climbing*).
- **Team Games** - This unit is designed to expose students to a variety of team sports and to learn skills necessary to participate in *basketball, floor hockey, team handball, soccer, and football*.

Summary Middle School Physical Education

The sequential nature of the K-12 curriculum allows the middle school to foster a unique transition between elementary and high school physical education.

At the middle school level, through an exposure approach, students are provided the opportunity to enhance themselves physically, emotionally, intellectually and socially.



High School Physical Education Course Goals

Students will have the ability or be able to:

- plan and implement a personal fitness program.
- demonstrate competency in lifetime and leisure activities.
- actively participate in physical activities that challenge them for a lifetime.
- participate in physical activities that encourage social interaction and result in self expression and personal enjoyment.
- model responsible behavior while engaged in physical activity.
- demonstrate an appreciation of the importance of a physically active lifestyle.

High School Physical Education

Grades 9 and 10

- Traditional Physical Education

Grades 11 and 12

Students will have an opportunity to choose between a course in:

- Traditional Physical Education
- Wellness (Lifetime Fitness and Health Activities)
- Sport Education Model (Coaching and Officiating)

High School Curriculum

Traditional Physical Education:

- Personal Fitness (CPFA),
- Net Games (Badminton, Tennis, Pickleball),
- Team Sports (Floor Hockey, Team handball, Volleyball)

Wellness:

- Yoga, Fit for Life (Fitness Walking, Fitness Boxing, Self Defense)
- Lifetime Games and Activities (Archery, Golf, Racquet Sports)
- Backyard Games (“Can Jam”, “Spikeball”, Horseshoes)
- Strength and Conditioning

Sport Education Model:

- Coaching and Officiating

Summary of High School Physical Education and Wellness

The design of the high school physical education program is to educate students toward a physically active lifestyle by helping them to understand the physiological benefits of exercise not only in physical education class but as an integral part of a healthy lifestyle. Students will acquire and hone the specialized physical skills and knowledge they may use for their lifetime.



QUESTIONS



Health Grade 1

Description

The Health Education Program is a comprehensive sequential program whose goals are to develop skills, attitudes and knowledge necessary to protect, maintain and promote good health. By helping students become health literate, awareness is increased regarding the beneficial effects of good health practices, stresses the concepts of critical thinking and problem solving in the decision making process and enables them to act on behalf of themselves and others. The grade 1 program is comprised of 5 units of study.

Course Overview

Course Objectives

Students should:

- explain the concept of “safe” and “dangerous”.
- identify items that may be dangerous.
- recognize the importance of acknowledging feelings and identifying ways of dealing with them appropriately.
- identify uncomfortable feelings.
- explain what it means to be a friend.
- identify how friends influence them.
- identify healthful activities.
- Identify the dangers of all tobacco products.
- understand the function of the Respiratory System.
- review MyPlate
- set goals for eating more of the foods that their bodies need to grow.
- explain the importance of a variety of food.
- describe some influences on food choices.
- define food allergies and reasons why we need to be careful around friends.
- describe safety precautions for physical activity.
- review how germs spread illness.
- review how to avoid spreading germs when they cough and sneeze.
- identify that germs can be spread on sharp objects.
- develop a definition of a family. (ie: a group of

Essential Questions

- How and where do I find information, products and resources?
- What can I do to avoid or reduce health risks?
- What influences my healthy behaviors and decisions?
- How can communication enhance my personal health?
- How do I make good decisions to keep myself healthy?

<p>closely connected people)</p> <ul style="list-style-type: none"> • understand families can change (ie: babies born). • understand that each family member's responsibility to the well-being of the group. • review the responsibilities of family members. • review list of adults who care for them. • define the word danger. • identify dangerous situations. • list rules for bicycle, pedestrian, motor vehicle and fire safety. • review touch safety information. • identify the roles of the police, EMT and fire personnel. • practice making emergency calls. • recognize that teasing is a form of harassment. • review and practice the skills to understand others, solve problems and manage anger. • demonstrate use of I-messages to express uncomfortable feelings. 		
<p><u>Content Outline</u></p> <p>I. Unit 1 - Substance Abuse</p> <p>II. Unit 2 - Wellness</p> <p>III. Unit 3 - Family Life</p> <p>IV. Unit 4 - Safety and Accident Prevention</p> <p>V. Unit 5 - Violence Prevention</p>	<p><u>Standards</u></p> <p>State of Connecticut Curriculum Frameworks</p> <p>Connecticut State Health Standards are met in the following areas:</p> <ul style="list-style-type: none"> • <i>Accessing Health Information and Resources</i> • <i>Self-Management of Healthy Behaviors</i> • <i>Analyzing Internal and External Influences</i> • <i>Communication Skills</i> • <i>Decision-Making Skills</i> 	

Pacing Guide - Elementary									
1st Marking Period				2nd Marking Period			3rd Marking Period		
September	October	November	December	January	February	March	April	May	June
Unit 1	Unit 2			Unit 3		Unit 4		Unit 5	
<u>Substance Abuse</u>	<u>Wellness</u>			<u>Family Life</u>		<u>Safety and Accident Prevention</u>		<u>Violence Prevention</u>	
6 weeks	8 weeks			5 weeks		6 weeks		6 weeks	

Unit 1 – Substance Abuse, 6 weeks

Standards

Self-management of Healthy Behaviors

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

Students will:

- E.3.1 Identify responsible health behaviors.

Communication Skills

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

Students will:

- E.5.1 Practice verbal and nonverbal communication as a means of enhancing health.

Decision-Making Skills

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

Students will:

- E.6.3 Predict outcomes of positive health decisions.

Unit Objectives

Students will be able to:

- explain the concept of “safe” and “dangerous”.
- recognize the importance of acknowledging feelings and identifying ways of dealing with them appropriately.
- explain what it means to be a friend.
- Identify the dangers of all tobacco products.
- understand the function of the Respiratory System.

Essential Questions

- What can I do to avoid or reduce health risks?
- How can communication enhance my personal health?
- How do I make good decisions to keep myself healthy?

Focus Questions

- How can substances be safe or dangerous depending on use?
- Why is it important to understand and express feelings?
- What are the benefits to having a friend?
- What does it mean to be a friend?
- How does tobacco harm the body?

Skill Objectives

Students will:

- list items that may be dangerous
- identify uncomfortable feelings.
- identify how friends influence them.
- identify healthful activities.

Materials / Resources

- Being Me and Drug-Free Workbook
- Brainpop
Jr<https://jr.brainpop.com/health/drugs/medic>

	<ul style="list-style-type: none">• ine/ https://jr.brainpop.com/health/drugs/smokin g/	
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Unit 2 – Wellness, 8 weeks

Standards

Accessing Health Information and Resources

Students will demonstrate the ability to access valid health information, products and services.

Students will:

- E.2.3 Describe factors that may influence the selection of health information, products and services.

Unit Objectives

Students will be able to:

- explain the importance of a variety of food.
- describe some influences on food choices.
- define food allergies and reasons why we need to be careful around friends.
- describe safety precautions for physical activity.
- review how germs spread illness.
- review how to avoid spreading germs when they cough and sneeze.

Essential Questions

- How and where do I find information, products and resources?

Focus Questions

- What are the variety of foods needed to eat for good health?
- What influences our food choices?
- What are the safety rules when exercising?
- What are germs and how do they spread?
- What is the proper way to cough and sneeze to prevent the spread of illness?
- How can I be safe around sharp objects?

Skill Objectives

Students will:

- set goals for eating more of the foods that their bodies need to grow.
- identify that germs can be spread on sharp objects.

Technology Resource

Materials Resources

- Scrubby Bear

Unit 3 – Family Life, 5 weeks

Analyzing Internal and External Influences

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

Students will:

- E.4.3- Explain how family, school and peers influence personal health.

Unit Objectives

Students will be able to:

- understand families can change (ie: babies born).
- understand that each family member's responsibility to the well-being of the group.
- review the responsibilities of family members.

Essential Questions

- What influences my healthy behaviors and decisions?

Focus Questions

- What is a family?
- Why are families important?
- Why is it important to have trusted adults we can go to when we have a problem?

Skill Objectives

Students will:

- develop a definition of a family. (ie: a group of closely connected people)
- list adults who care for them.

Materials Resources

-

Unit 4 – Safety and Accident Prevention, 6 weeks

Standards

Self-management of Healthy Behaviors

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

Students will:

- E.3.4 Demonstrate strategies to improve or maintain personal health by examining influences and rules that affect decisions.

Unit Objectives

Students will be able to:

- define the word danger.
- review touch safety information.

Essential Questions

- What can I do to avoid or reduce health risks?

Focus Questions

- How can we keep ourselves safe?
- Who can help us keep safe?
- How can you identify safety personnel?
- What is the emergency phone number?
- When do you call 911?

Skill Objectives

Students will:

- identify dangerous situations.
- list rules for bicycle, pedestrian, motor vehicle and fire safety.
- identify the roles of the police, EMT and fire personnel.
- practice making emergency calls.

Materials / Resources

- Talking about Touching
- Fire/Police visit

Teacher resource: preview the [Talking about Touching lesson here](#)

Unit 5 – Violence Prevention, 6 weeks

Standards

Communication Skills

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

Students will:

- E.5.3 Describe the motions and how they can affect an individual's behavior.
- E.5.8 Identify possibly causes of conflict.

Unit Objectives

Students will be able to:

- recognize that teasing is a form of harassment.
- review and practice the skills to understand others, solve problems and manage anger.

Essential Questions

- How can communication enhance my personal health?

Focus Questions

- What are feelings?
- What can we do to calm down if we feel angry?
- What do I do if someone is teasing me?
- How do you express uncomfortable feelings using I-messages?

Skill Objectives

Students will:

- demonstrate use of I-messages to express uncomfortable feelings.

Materials / Resources

- Second Step to Violence Prevention
- Responsive Classroom
- Mind Up

Health Grade 2

Description

The Health Education Program is a comprehensive sequential program whose goals are to develop skills, attitudes and knowledge necessary to protect, maintain and promote good health. By helping students become health literate, awareness is increased regarding the beneficial effects of good health practices, stresses the concepts of critical thinking and problem solving in the decision making process and enables them to act on behalf of themselves and others. The grade 2 program is comprised of 5 units of study.

Course Overview

Course Objectives

Students should:

- review safety rules for medicine.
- identify why medicines must be used correctly.
- identify substances that are good for their body.
- review dangers of tobacco.
- identify how alcohol can be harmful to the body.
- identify why it is important to have friends.
- identify things that friends do for each other.
- review how to acknowledging feelings and identify appropriate ways of dealing with them.
- identify support systems.
- describe ways they are unique.
- demonstrate ways to respect uniqueness.
- review how germs cause illness.
- explain why good hygiene around food is important.
- advocate good hygiene habits.
- explain benefits of physical activity.
- identify physical activities they enjoy.
- review classifying foods illustrate how good food combinations can provide for balanced meals.
- identify importance of eating breakfast.
- identify healthy breakfasts.
- identify the benefits of drinking plenty of water.
- describe the type of foods and beverages that should be limited.
- describe body signals that tell people when they

Essential Questions

- What do I need to know to stay healthy?
- How and where do I find information, products and resources?
- What can I do to avoid or reduce health risks?
- What influences my healthy behaviors and decisions?
- How can communication enhance my personal health?
- How do I make good decisions to keep myself healthy?
- How do I use the goal-setting process to improve my health?
- What can I do to promote accurate health information and healthy behaviors?

<p>are hungry and when they are full.</p> <ul style="list-style-type: none"> • identify the role health care providers play in preventing and treating disease. • discuss what humans need for growth and development (i.e. food, physical activity, etc.). • review information on head lice and the steps needed to prevent it. • discuss the many needs of family members. • list the ways adults within a family help children. • explain why his/her family is special. • define responsibility. • identify things that they do that demonstrates responsibility. • identify importance of helmets. • identify appropriate uses of the computer. • identify ways to stay safe during a fire. • create a fire escape plan with their family. • discuss poison safety. • review the rules of personal touch safety. • review the people you could ask for help (i.e. parents or other trusted adults). • review what a stranger is. • review that not only strangers could present a problem to them. • review methods of obtaining help during emergencies. • review the “Be Believed” rule (continue to tell a parent or other trusted adult until something is done). • understand that an “inappropriate touch” is not their fault. • recognize that telling an adult is done to take care of oneself, help protect the community, and as a way of seeking help for the offender, <u>NOT</u> tattling. • review the basic concepts of empathy. (Recognizing feelings, taking others’ perspectives, and responding empathically to others. 		
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<ul style="list-style-type: none"> • review impulsive behavior, calming-down techniques, and using problem solving. • review anger signs, events triggering anger, and the anger-management process. • identify a list of adults that you can go to for help if you feel angry, anxious or sad. 		
<p><u>Content Outline</u></p> <p>I. Unit 1 - Substance Abuse</p> <p>II. Unit 2 - Wellness</p> <p>III. Unit 3 - Family Life</p> <p>IV. Unit 4 - Safety and Accident Prevention</p> <p>V. Unit 5 - Violence Prevention</p>	<p><u>Standards</u></p> <p>State of Connecticut Curriculum Frameworks</p> <p>Connecticut State Health Standards are met in the following areas:</p> <ul style="list-style-type: none"> • <i>Core Concepts</i> • <i>Accessing Health Information and Resources</i> • <i>Self-Management of Healthy Behaviors</i> • <i>Analyzing Internal and External Influences</i> • <i>Communication Skills</i> • <i>Decision-Making Skills</i> • <i>Goal-Setting Skills</i> • <i>Advocacy</i> 	

Pacing Guide - Elementary									
1st Marking Period				2nd Marking Period			3rd Marking Period		
September	October	November	December	January	February	March	April	May	June
Unit 1	Unit 2			Unit 3		Unit 4		Unit 5	
<u>Substance Abuse</u>	<u>Wellness</u>			<u>Family Life</u>		<u>Safety and Accident Prevention</u>		<u>Violence Prevention</u>	
6 weeks	8 weeks			5 weeks		6 weeks		6 weeks	

Unit 1 – Substance Abuse, 6 weeks

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- E 1.1 Describe relationships between personal health behaviors and individual well-being
- E 1.2 Describe the interrelationship of mental, emotional, social and physical health during childhood; develop an appreciation of one's own body.

Self-management of Healthy Behaviors

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

Students will:

- E 3.3 Compare behaviors that are safe to those that are risky or harmful.

Communication Skills

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

Students will:

- E 5.4 Identify and demonstrate healthy ways to express needs, wants, and feelings.

Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

Students will:

- E.8.2 Express opinions about health issues based on accurate health information.

Unit Objectives

Students will be able to:

- review safety rules for medicine.
- review dangers of tobacco.
- review how to acknowledging feelings and identify appropriate ways of dealing with them.
- describe ways they are unique.

Essential Questions

- What do I need to know to stay healthy?
- What can I do to avoid or reduce health risks?
- How can communication enhance my personal health?
- What can I do to promote accurate health information and healthy behaviors?

Focus Questions

- How can medicines help me and how if used incorrectly will they harm me?
- What do I need to avoid to keep my body

Skill Objectives

Students will:

- identify why medicines must be used correctly.
- identify substances that are good for their body.
- identify how alcohol can be harmful to the body.
- identify why it is important to have friends.
- identify things that friends do for each

	<p>healthy?</p> <ul style="list-style-type: none"> • What makes me unique and why should I respect others uniqueness? • Why do I need friends and what do they do for me? • How do I express my feelings in a way that does not harm myself or others? • What are the harmful effects of tobacco? • Who are the people I can go to for support? • What are the harmful effects of alcohol? 	<p>other.</p> <ul style="list-style-type: none"> • identify support systems. • demonstrate ways to respect uniqueness.
	<p><u>Materials/Resources</u></p> <ul style="list-style-type: none"> • Being Me and Drug-Free Workbook • Brainpop Jr https://jr.brainpop.com/health/bodies/lungs/ 	

Unit 2 – Wellness, 8 weeks

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- E 1.1 Describe relationships between personal health behaviors and individual well-being.
- E.1.6 Identify health problems and illnesses that can be prevented and treated early.

Self-management of Healthy Behaviors

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

Students will:

- E 3.3 Compare behaviors that are safe to those that are risky or harmful.

Communication Skills

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

Students will:

- E 5.4 Identify and demonstrate healthy ways to express needs, wants, and feelings.

Unit Objectives

Students will be able to:

- review how germs cause illness.
- explain why good hygiene around food is important.
- explain benefits of physical activity.
- review classifying foods describe the type of foods and beverages that should be limited.
- describe body signals that tell people when they are hungry and when they are full.
- review information on head lice and the steps needed to prevent it.

Essential Questions

- What do I need to know to stay healthy?
- What can I do to avoid or reduce health risks?
- How can communication enhance my personal health?

Focus Questions

- What do head lice look like and what are ways I can prevent myself from getting it?
- What are germs and how do they make me sick?
- What are good hygiene habits that I should practice and how do they keep me well?
- How do we classify food?
- Why do I need to exercise and what activities can I do that would be considered exercise?
- Why should I eat a variety of foods and what combination would make a balanced meal?

Skill Objectives

Students will:

- advocate good hygiene habits.
- identify physical activities they enjoy.
- illustrate how good food combinations can provide for balanced meals.
- identify importance of eating breakfast.
- identify healthy breakfasts.
- identify the benefits of drinking plenty of water.
- identify the role health care providers play in preventing and treating disease.
- discuss what humans need for growth and development (i.e. food, physical activity, etc.).

	<ul style="list-style-type: none"> • Why do I need to eat breakfast and what makes a healthy breakfast? • Why do I need to go to the doctor, nurse, and/or dentist and what do they do that helps prevent and treat disease? • What healthy habits do I need to practice in order to grow and develop? (i.e. food, physical activity, etc.) 	
	<p><u>Materials Resources</u></p> <ul style="list-style-type: none"> • MyPlate – a Yummy Curriculum • Whitson’s dietician lesson • Nurse visit to discuss lice • Scrubby Bear 	

Unit 3 – Family Life, 5 weeks

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- E.1.4 Explore how families can influence personal health.

Unit Objectives

Students will be able to:

- discuss the many needs of family members.
- explain why his/her family is special.
- define responsibility.

Essential Questions

- What do I need to know to stay healthy?

Focus Questions

- How are my needs within the family different than my parents or my siblings?
- How is my family special?
- What does responsibility mean and what can I do to show responsibility?

Skill Objectives

Students will:

- list the ways adults within a family help children.
- identify things that they do that demonstrates responsibility.

Materials Resources

Unit 4 – Safety and Accident Prevention, 6 weeks

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- E.1.7- Explain how childhood injuries can be prevented or treated.

Self-management of Healthy Behaviors

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

Students will:

- E.3.3- Compare behaviors that are safe to those that are risky or harmful.
- E.3.5- Develop and practice safety techniques to avoid and reduce injury and disease.

Unit Objectives

Students will be able to:

- discuss poison safety.
- review the rules of personal touch safety.
- review the people you could ask for help (i.e. parents or other trusted adults).
- review what a stranger is.
- review that not only strangers could present a problem to them.
- review methods of obtaining help during emergencies.
- review the “Be Believed” rule (continue to tell a parent or other trusted adult until something is done).
- understand that an “inappropriate touch” is not their fault.
- recognize that telling an adult is done to take care of oneself, help protect the community, and as a way of seeking help for the offender, NOT tattling.

Essential Questions

- What do I need to know to stay healthy?
- What can I do to avoid or reduce health risks?

Focus Questions

- How does a helmet help to protect me?
- What can happen if I don’t wear a helmet?
- What are the appropriate uses for a computer?
- How can I stay safe on the computer?
- What are the skills I need to stay safe during a fire? (stop, drop, and roll)
- Where do I go if there is a fire in my house?
- What is considered poison?
- What should I do if poison is ingested?
- What are the touch safety rules, in order to keep myself safe? (Say no, tell an adult...)
- What is a stranger?
- Who is safe for me to talk to in a dangerous situation?
- Who else could be a danger to me besides a stranger?
- Who can I go to if I need help?

Skill Objectives

Students will:

- identify importance of helmets.
- identify appropriate uses of the computer.
- identify ways to stay safe during a fire.

	<ul style="list-style-type: none"> • What is the “Be Believed” rule? • Why is it important to tell an adult if someone has touched them inappropriately? 	
	<p><u>Materials / Resources</u></p> <ul style="list-style-type: none"> - Talking About Touching - Fire Department visit <p>Teacher resource: preview the Talking about Touching lesson here</p>	

Unit 5 – Violence Prevention, 6 weeks

Standards

Communication Skills

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

Students will:

- E.5.4 Identify and demonstrate healthy ways to express needs, wants and feelings.
- E.5.5 Identify, discuss and demonstrate ways to communicate care, consideration and respect for themselves and others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/ or physical disabilities.
- E.5.6 Demonstrate active listening skills to build and maintain healthy relationships with peers and family members.

Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

Students will:

- E.8.6 Demonstrate positive ways to show care, consideration and concern for others (eg, persons living with HIV/AIDS, diabetes, cancer)

Unit Objectives

Students will be able to:

- review the basic concepts of empathy. (Recognizing feelings, taking others' perspectives, and responding empathically to others.
- review impulsive behavior, calming-down techniques, and using problem solving.
- review anger signs, events triggering anger, and the anger-management process.

Essential Questions

- How can communication enhance my personal health?
- What can I do to promote accurate health information and healthy behaviors?

Focus Questions

- What are the basic concepts of empathy?
- How can I recognize others feelings and respond appropriately?
- What is impulsive behavior?
- What may I do to calm a situation?
- What are the steps to problem solving?
- What are the anger signs?
- What might trigger anger?
- How might a person manage an anger filled situation?

Skill Objectives

Students will:

identify a list of adults that you can go to for help if you feel angry, anxious or sad.

	<u>Materials / Resources</u> <ul style="list-style-type: none"> • Second Step to Violence Prevention • Responsive Classroom • Mind Up curriculum 	
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Health Grade 3

Description

The Health Education Program is a comprehensive sequential program whose goals are to develop skills, attitudes and knowledge necessary to protect, maintain and promote good health. By helping students become health literate, awareness is increased regarding the beneficial effects of good health practices, stresses the concepts of critical thinking and problem solving in the decision making process and enables them to act on behalf of themselves and others. The grade 3 program is comprised of 5 units of study.

Course Overview

Course Objectives

Students should:

- describe effects of cigarette smoke.
- define drugs.
- review how alcohol and tobacco use affects body and mind.
- define the concept of risk.
- identify credible sources of health information.
- identify elements of decision making.
- illustrate decision making steps to use in problem solving.
- identify characteristics of friends.
- identify how to support their friends not to use tobacco or alcohol.
- describe the effect food has on fitness and growth.
- identify foods to create a well balanced breakfast and lunch.
- explain that a variety of factors influence food selection.
- set a goal to improve personal food choices.
- identify infectious vs. non-infectious diseases.
- review steps to prevent getting diseases (i.e. good hygiene).
- explain the importance of keeping their body and clothing clean.
- identify steps to keep themselves clean.
- review what a tick looks like, list animals that carry

Essential Questions

- What do I need to know to stay healthy?
- How and where do I find information, products and resources?
- What can I do to avoid or reduce health risks?
- What influences my healthy behaviors and decisions?
- How can communication enhance my personal health?
- How do I make good decisions to keep myself healthy?
- How do I use the goal-setting process to improve my health?
- What can I do to promote accurate health information and healthy behaviors?

<p>ticks, identify safe areas and dress for outdoor play and steps to follow if a tick is found on the body.</p> <ul style="list-style-type: none"> • describe the transmission of Lyme Disease and recognize its signs and symptoms. • identify various sources of health information for children. • describe the stresses families have in today's society. • identify how to deal with those stresses. • identify different types of changes that occur as we grow up (physical, mental/emotional, and social). • describe how growth and development influence behavior. • identify general function of each body system. • review how and where to get help in emergency situations. • identify different ways students may be able to assist in an emergency. • review the importance of telling a parent or another trusted adult about uncomfortable feelings. • review their fire escape plan. • describe their family rules for being alone (home alone, walking home, getting off bus, etc.). • understand that people can have conflicting feelings • understand that everyone is different • hold a conversation in a friendly way. • resist peer pressure using assertive refusal skills • resist the impulse to lie. • apply the anger management process to deal with an accusation. • identify positive responses for dealing with disappointment. • identify a list of adults that you can go to for help if you feel angry, anxious or sad. 		
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<u>Content Outline</u>	<u>Standards</u>	
<p>I. Unit 1 - Substance Abuse</p> <p>II. Unit 2 - Wellness</p> <p>III. Unit 3 - Family Life and Human Growth and Development</p> <p>IV. Unit 4 - Safety and Accident Prevention</p> <p>V. Unit 5 - Violence Prevention</p>	<p>State of Connecticut Curriculum Frameworks</p> <p>Connecticut State Health Standards are met in the following areas:</p> <ul style="list-style-type: none"> • <i>Core Concepts</i> • <i>Accessing Health Information and Resources</i> • <i>Self-Management of Healthy Behaviors</i> • <i>Analyzing Internal and External Influences</i> • <i>Communication Skills</i> • <i>Decision-Making Skills</i> • <i>Goal-Setting Skills</i> • <i>Advocacy</i> 	

Pacing Guide - Elementary									
1st Marking Period				2nd Marking Period			3rd Marking Period		
September	October	November	December	January	February	March	April	May	June
Unit 1 <u>Substance Abuse</u> 6 weeks	Unit 2 <u>Wellness</u> 8 weeks			Unit 3 <u>Family Life and Human Growth and Development</u> 5 weeks		Unit 4 <u>Safety and Accident Prevention</u> 6 weeks		Unit 5 <u>Violence Prevention</u> 6 weeks	

Unit 1 – Substance Abuse, 6 weeks

Standards

Self-management of Healthy Behaviors

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

Students will:

- E 3.4 Demonstrate strategies to improve or maintain personal health by examining influences and rules that affect decisions.

Communication Skills

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

Students will:

- E.5.9 Demonstrate family, peer, school and community strategies to prevent, manage and resolve conflicts and identify adults who might assist when appropriate.

Decision-Making Skills

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

Students will:

- E 6.1 Demonstrate the ability to apply a decision-making process to enhance health.

Goal-Setting Skills

Students will use goal-setting skills to enhance health.

Students will:

- E 7.1 Demonstrate the ability to apply the goal- setting process to enhance health.

Unit Objectives

Students will be able to:

- describe effects of cigarette smoke.
- define drugs.
- review how alcohol and tobacco use affects body and mind.
- define the concept of risk.

Essential Questions

- What can I do to avoid or reduce health risks?
- How do I make good decisions to keep myself healthy?
- How do I use the goal-setting process to improve my health?
- How can communication enhance my personal health?

Focus Questions

- Who are people we could ask for health information and how do we know these people would give us true information?

Skill Objectives

Students will:

- identify credible sources of health information.
- identify elements of decision making.
- illustrate decision making steps to use in problem solving.
- identify characteristics of friends.
- identify how to support their friends not to use tobacco or alcohol.

	<ul style="list-style-type: none"> • How does cigarette smoke harm the smoker and all the people around him/her? • What is the definition of drug and could alcohol and tobacco be considered a drug? • What does alcohol and tobacco do to the body and mind and how would these effects hurt their future goals? • When faced with a problem how do we identify appropriate steps in order to make a decision? • What qualities do we look for in a friend and how can we support our friends to make healthy decisions? 	
	<u>Materials/Resources</u> <ul style="list-style-type: none"> • Being Me and Drug-Free Workbook • Brainpop https://www.brainpop.com/health/personalhealth/smoking/ 	

Unit 2 – Wellness, 8 weeks

Standards

Accessing Health Information and Resources

Students will demonstrate the ability to access valid health information, products and services.

Students will:

- E.2.1 Demonstrate the ability to locate valid health information, products and services.

Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

Students will:

- E.8.1 Describe a variety of methods to convey accurate health information, concepts and skills.
- E.8.4 Describe ways to encourage and support others in making positive health choices.

Unit Objectives

Students will be able to:

- describe the effect food has on fitness and growth.
- review food guide pyramid and foods that would fall under each category.
- explain that a variety of factors influence food selection.
- review steps to prevent getting diseases (i.e. good hygiene).
- explain the importance of keeping their body and clothing clean.
- review what a tick looks like, list animals that carry ticks, identify safe areas and dress for outdoor play and steps to follow if a tick is found on the body.
- describe the transmission of Lyme Disease and recognize its signs and symptoms.
- describe the stresses families have in today's society.

Essential Questions

- How and where do I find information, products and resources?
- What can I do to promote accurate health information and healthy behaviors?

Focus Questions

- How does food help our fitness and growth?
- What are the different categories in the Food Guide Pyramid?
- What does a well balanced meal look like and what foods can I use to create a well balanced breakfast and lunch?
- What factors influence our food selection? (i.e. friends, parents, advertisements)
- What is the difference between infectious and non infectious diseases?
- What is good hygiene?
- How much activity should we get according to the Food Guide Pyramid?
- How does practicing good hygiene keep me from developing diseases that others may have?
- How do germs spread from person to person and

Skill Objectives

Students will:

- identify foods to create a well balanced breakfast and lunch
- set a goal to improve personal food choices.
- identify infectious vs. non-infectious diseases.
- identify steps to keep themselves clean.
- identify various sources of health information for children.
- identify how to deal with those stresses

	<p>why do I need to make sure that my body and clothes are clean?</p> <ul style="list-style-type: none"> • What are the necessary steps I need to make sure that I am clean? • Where can I go, if I have a question about being healthy? (parents, teachers, nurses, doctors) Why shouldn't I listen to my peers about certain information? • What are some stresses families may have in today's society and how may a child deal with some of those stresses if it effects my family? (i.e. divorce, domestic violence, moving, addiction, death, money problems, etc.) 	
	<p><u>Materials Resources</u></p> <ul style="list-style-type: none"> • Felt Food Guide Pyramid and lessons plus MyPlate materials • BLAST- power point on Lyme Disease 	

Unit 3 – Family Life and Human Growth and Development, 5 weeks

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- E.1.8 Recognize how family history, individual decisions, and other risk factors are related to cause and prevention of disease and other health problems.

Analyzing Internal and External Influences

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

Students will:

- E.4.1 Describe how family and culture influence personal health behaviors.

Unit Objectives

Students will be able to:

- describe how growth and development influence behavior.

Essential Questions

- What do I need to know to stay healthy?
- What influences my healthy behaviors and decisions?
- What can I do to promote accurate health information and healthy behaviors?

Focus Questions

- How am I changing physically, mentally/emotionally, and socially?
- How do the changes I'm experiencing affect my behavior?
- What are the body systems and how do they function?
- Who is my support system?
- How are families a support system

Skill Objectives

Students will:

- identify different types of changes that occur as we grow up (physical, mental/emotional, and social).
- identify general function of each body system.

Materials Resources

Unit 4 – Safety and Accident Prevention, 6 weeks

Standards

Accessing Health Information and Resources

Students will demonstrate the ability to access valid health information, products and services.

Students will:

- E.2.2 Demonstrate the ability to locate resources from home, school and community that provide valid health information.

Decision-Making Skills

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

Students will:

- E.6.2 Explain when to ask for assistance in making health related decisions.

Unit Objectives

Students will be able to:

- review how and where to get help in emergency situations.
- review the importance of telling a parent or another trusted adult about uncomfortable feelings.
- review their fire escape plan.
- Review Talking about Touching lesson

Essential Questions

- How and where do I find information, products and resources?
- How do I make good decisions to keep myself healthy?

Focus Questions

- What are positive uses for the internet?
- What are some situations that might put me in danger on the internet?
- Who would I go to if there was an emergency?
- How could I help in an emergency situation?
- What is my escape route from my house if there is a fire?
- What are the important safety rules if I am alone without my parent/guardian?

Skill Objectives

Students will:

- identify different ways students may be able to assist in an emergency
- describe their family rules for being alone (home alone, walking home, getting off bus, etc.).

Materials / Resources

- Fire Department – safety trailer visit
 - LMC- internet safety
- Teacher resource: preview the [Talking about Touching lesson here](#)

Unit 5 – Violence Prevention, 6 weeks

Standards

Communication Skills

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

Students will:

- E.5.7 Demonstrate avoidance and refusal skills to enhance health.

Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

Students will:

- E.8.5 Identify ways to work cooperatively in small groups when advocating for healthy individuals, families and schools.

Unit Objectives

Students will be able to:

- understand that people can have conflicting feelings
- understand that everyone is different

Essential Questions

- How can communication enhance my personal health?
- What can I do to promote accurate health information and healthy behaviors?

Focus Questions

- How do we feel about different situations?
- How are we all different and how are we similar?
- What is an appropriate tone and manner for a friendly conversation?
- What are ways to say no to “peer pressure”?
- What are ways to tell the truth in uncomfortable situations?
- How can we respond to an accusation without making the situation worse?
- If I am disappointed how can I respond in a positive way?

Skill Objectives

Students will:

- hold a conversation in a friendly way.
- resist peer pressure using assertive refusal skills
- resist the impulse to lie.
- apply the anger management process to deal with an accusation.
- identify positive responses for dealing with disappointment.
- identify a list of adults that you can go to for help if you feel angry, anxious or sad.
- Review the personal safety rules- No means No

Materials / Resources

- Second Step to Violence Prevention
- Responsive Classroom
- Mind Up

Health Grade 4

Description

The Health Education Program is a comprehensive sequential program whose goals are to develop skills, attitudes and knowledge necessary to protect, maintain and promote good health. By helping students become health literate, awareness is increased regarding the beneficial effects of good health practices, stresses the concepts of critical thinking and problem solving in the decision making process and enables them to act on behalf of themselves and others. The grade 4 program is comprised of 5 units of study.

Course Overview

Course Objectives

Students should:

- identify risk factors for young people's involvement with tobacco, alcohol and marijuana.
- describe the behavioral and physical effects of tobacco, alcohol and marijuana.
- identify the effects of inhalants upon body systems.
- discuss the effects of chemical dependency on a family.
- identify potential trouble in seemingly fun activities (i.e. "hanging out", fireworks, taking a dare).
- identify healthy ways to have fun.
- recognize what the students know about themselves will affect how they act and make decisions.
- identify coping strategies in a chemically dependent family.
- identify and demonstrate refusal strategies.
- identify helping resources in the school and community.
- identify legal, school, family, and personal consequences of using drugs.
- describe the relationship between personal behavior and well being.
- practice healthy techniques to deal with stress.
- select foods high in fiber, low in salt, fat and

Essential Questions

- What do I need to know to stay healthy?
- How and where do I find information, products and resources?
- What can I do to avoid or reduce health risks?
- What influences my healthy behaviors and decisions?
- How can communication enhance my personal health?
- How do I make good decisions to keep myself healthy?
- How do I use the goal-setting process to improve my health?
- What can I do to promote accurate health information and healthy behaviors?

<p>sugar.</p> <ul style="list-style-type: none"> • describe benefits of healthful eating and physical activity. • identify the components of a food label. • identify common advertising techniques. • demonstrate the ability to select healthy from unhealthy foods on a fast food/restaurant menu. • review symptoms, causes and prevention of communicable and non-communicable diseases. (infectious/non infectious) • understand the difference between a virus and bacteria and how germs are spread. • identify personal health behaviors that help prevent the spread of disease. • review head lice and ways to prevent it. • review Immune System • review steps to germ prevention. • identify blood –borne pathogen safety, including HIV/AIDS. discuss basic physical changes associated with the pre-adolescents. • identify the need for increased hygiene as body changes occur. • review general functions of each body system. • differentiate between behaviors that protect the body and those that can harm the body. • define roles of adults and children within the family. • review family responsibilities. • identify actions that show respect. • review rules for being home alone. • discuss basic first aid procedures for life threatening situations (i.e choking, no breathing, profuse bleeding, poisoning). • recognize the danger of taking a dare (the choking game) and internet safety. • review safety equipment for recreational activities. • review fire safety and escape routes in home. 		
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<ul style="list-style-type: none"> • increase their ability to identify others' feelings, take others' perspectives, and respond empathetically to others. • remember understanding others, solving problems, and controlling anger are skills which can be learned. • review and practice problem solving strategies. • recognize feelings of anger and review problem solving techniques. • identify angry feelings, but recognize angry behavior can be destructive. • identify a list of adults that you can go to for help if you feel angry, anxious or sad. • evaluate intervention options and understand the responsibilities of being a target and a bystander. • define sexual harassment. 		
<p><u>Content Outline</u></p> <p>I. Unit 1 - Substance Abuse</p> <p>II. Unit 2 - Wellness</p> <p>III. Unit 3 - Family Life and Human Growth and Development</p> <p>IV. Unit 4 - Safety and Accident Prevention</p> <p>V. Unit 5 - Violence Prevention</p>	<p><u>Standards</u></p> <p>State of Connecticut Curriculum Frameworks</p> <p>Connecticut State Health Standards are met in the following areas:</p> <ul style="list-style-type: none"> • <i>Core Concepts</i> • <i>Accessing Health Information and Resources</i> • <i>Self-Management of Healthy Behaviors</i> • <i>Analyzing Internal and External Influences</i> • <i>Communication Skills</i> • <i>Decision-Making Skills</i> • <i>Goal-Setting Skills</i> • <i>Advocacy</i> 	

Pacing Guide - Elementary									
1st Marking Period				2nd Marking Period			3rd Marking Period		
September	October	November	December	January	February	March	April	May	June
Unit 1 <u>Substance Abuse</u> 6 weeks	Unit 2 <u>Wellness</u> 8 weeks			Unit 3 <u>Family Life and Human Growth and Development</u> 6 weeks		Unit 4 <u>Safety and Accident Prevention</u> 5 weeks		Unit 5 <u>Violence Prevention</u> 8 weeks	

Unit 1 – Substance Abuse, 6 weeks

Standards

Accessing Health Information and Resources

Students will demonstrate the ability to access valid health information, products and services.

Students will:

- E.2.1 Demonstrate the ability to locate valid health information, products and services.

Self-management of Healthy Behaviors

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

Students will:

- E.3.1 Identify responsible health behaviors.
- E.3.3 Compare behaviors that are safe to those that are risky or harmful.

Decision-Making Skills

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

Students will:

- E.6.1 Demonstrate the ability to apply a decision-making process to enhance health.

Unit Objectives

Students will be able to:

- describe the behavioral and physical effects of tobacco, alcohol and marijuana.
- discuss the effects of chemical dependency on a family.
- recognize what the students know about themselves will affect how they act and make decisions.

Essential Questions:

- What can I do to avoid or reduce health risks?
- How do I make good decisions to keep myself healthy?
- How and where do I find information, products and resources?

Focus Questions

- How are drugs harmful to the body?
- What are some alternative activities to using drugs?
- What are the effects of conflict and change in the family and how can we get support if we need help?
- What are possible resources in your school or community where you can go for help?
- What are possible consequences on may face when dealing with drugs or alcohol?

Skill Objectives

Students will:

- identify risk factors for young people's involvement with tobacco, alcohol and marijuana.
- identify the effects of inhalants upon body systems.
- identify potential trouble in seemingly fun activities (i.e. "hanging out", fireworks, taking a dare).
- identify healthy ways to have fun.
- identify coping strategies in a chemically dependent family.
- identify and demonstrate refusal strategies.
- identify helping resources in the school and community.
- identify legal, school, family, and

	<ul style="list-style-type: none"> • What are the necessary steps to making a decision? • What refusal strategies are helpful in making healthful choices about alcohol and other drug use? 	personal consequences of using drugs.
	<p><u>Materials/Resources</u></p> <ul style="list-style-type: none"> • Totally Awesome Health Text (optional) • Brainpop https://www.brainpop.com/health/personalhealth/alcohol/ • https://www.brainpop.com/health/personalhealth/smoking/ 	

Unit 2 – Wellness, 8 weeks

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- E.1.3 Describe the basic structure and functions of the human body systems using medically accurate terminology and specific functions of the body systems.
- E.1.9 Define the terms communicable (infectious) and non-communicable (non-infectious) diseases and identify ways to help prevent disease (eg, HIV/AIDS, diabetes, cancer and heart disease).

Self-management of Healthy Behaviors

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

Students will:

- E.3.6 Identify and practice skills to manage stress.

Communication Skills

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

Students will:

- E.5.2 Demonstrate characteristics needed to be a responsible individual within their group, school, family and community.

Goal-Setting Skills

Students will use goal-setting skills to enhance health.

Students will:

- E.7.1 Demonstrate the ability to apply the goal setting process to enhance health.

Unit Objectives

Students will be able to:

- describe the relationship between personal behavior and well being.
- review the food guide pyramid.
- describe benefits of healthful eating and physical activity.
- review symptoms, causes and prevention of communicable and non-communicable diseases. (infectious/non infectious)

Essential Questions

- What do I need to know to stay healthy?
- What can I do to avoid or reduce health risks?
- How can communication enhance my personal health?
- How do I use the goal setting process to improve my health?

Focus Questions

- What positive behaviors do students need to

Skill Objectives

Students will:

- practice healthy techniques to deal with stress.
- select foods high in fiber, low in salt, fat and sugar
- identify the components of a food label.
- identify common advertising techniques.

<ul style="list-style-type: none"> • understand the difference between a virus and bacteria and how germs are spread. • review head lice and ways to prevent it. • review Immune System • review steps to germ prevention 	<p>possess in order to live a healthy life?</p> <ul style="list-style-type: none"> • What are positive ways students can deal with stress? • What are the 5 food groups of the food guide pyramid? • Which foods are high in fiber, low in salt, fat and sugar? • How do we benefit from eating healthy and exercising? • What is the importance of a food label? • How do advertisers sell products? • What are symptoms of communicable and non-communicable diseases and how are they spread? • What is the difference between a virus and bacteria? • How are germs spread? • How can you prevent the spread of diseases? • How can students prevent themselves from getting head lice? • Why is the Immune System important? • How can you prevent spreading germs? • What are the safety rules in dealing with blood? 	<ul style="list-style-type: none"> • demonstrate the ability to select healthy from unhealthy foods on a fast food/restaurant menu. • identify personal health behaviors that help prevent the spread of disease. • identify blood –borne pathogen safety, including HIV/AIDS.
	<p><u>Materials Resources</u></p> <ul style="list-style-type: none"> • MyPlate a Yummy Curriculum • Whitson’s Dietician lesson • Totally Awesome Health Text Book (optional) • School nurse 	

Unit 3 – Family Life and Human Growth and Development, 6 weeks

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- E.1.0 Describe the physical and emotional changes that occur during puberty.

Accessing Health Information and Resources

Students will demonstrate the ability to access valid health information, products and services.

Students will:

- E.2.4 Discuss ways to obtain information about human growth and development from family, school personnel, health professionals and other responsible adults.

Self-management of Healthy Behaviors

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

Students will:

- E.3.2 List personal health needs.

Analyzing Internal and External Influences

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

Students will:

- E.4.4 Identify and explain how the media may influence messages one may receive about body image.

Unit Objectives

Students will be able to:

- discuss basic physical changes associated with the pre-adolescents.
- review general functions of each body system.
- differentiate between behaviors that protect the body and those that can harm the body.
- define roles of adults and children within the family.
- review family responsibilities.

Essential Questions

- What do I need to know to stay healthy?
- How and where do I find information, products and resources?
- What can I do to avoid or reduce health risks?
- What influences my healthy behaviors and decisions?

Focus Questions

- What are some physical changes that adolescents go through?

Skill Objectives

Students will:

- identify the need for increased hygiene as body changes occur.
- identify actions that show respect.

	<ul style="list-style-type: none"> • Why is there a need for increased hygiene as body changes occur? What are those needs? • What is the importance of each body system? • What are positive and negative behaviors that may affect the body? • What are the roles of an adult and child within a family? • What are responsibilities held within a family? • What does respect look like? 	
	<u>Materials Resources</u> <ul style="list-style-type: none"> • Totally Awesome Health Text (optional) 	

Unit 4– Safety and Accident Prevention, 5 weeks

Standards

Analyzing Internal and External Influences

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

Students will:

- E.4.2 Explain how media and technology influence personal and health behaviors.

Communication Skills

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

Students will:

- E.5.1 Practice verbal and non verbal communication as a means of enhancing health.

Unit Objectives

Students will be able to:

- discuss basic first aid procedures for life threatening situations (i.e choking, no breathing, profuse bleeding, poisoning).
- recognize the danger of taking a dare and internet safety.
- review safety equipment for recreational activities.

Essential Questions

- What influences my healthy behaviors and decisions?
- How can communication enhance my personal health?

Focus Questions

- What are safety rules to consider when staying home alone?
- What basic first aid procedures would be used in life threatening situations?
- What are some dangers one may encounter when using the internet?
- What type of safety equipment could be used when doing recreational activities?
- What are important fire safety rules?

Skill Objectives

Students will:

- verbalize fire safety and escape routes in home.
- recite rules for being home alone.

Materials / Resources

- Fire Department presentation
- LMC specialist- internet safety

Unit 5 – Violence Prevention, 8 weeks

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- E.1.5 Examine how physical, social and emotional environments influence personal health.

Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

Students will:

- E.8.7 Promote positive, healthy interpersonal relationships with respect and appreciation for each other.

Unit Objectives

Students will be able to:

- increase their ability to identify others' feelings, take others' perspectives, and respond empathetically to others.
- review: understanding others, solving problems, and controlling anger are skills which can be learned.
- review and practice problem solving strategies.
- recognize feelings of anger and review problem solving techniques.
- Review Talking about Touching safety rule.

Essential Questions

- What do I need to know to stay healthy?
- What can I do to promote accurate health information and healthy behaviors?

Focus Questions

- How do you identify feelings of others?
- What skills are needed for problem solving and controlling anger?
- How do you identify angry feelings?
- What intervention options can be used for being a target and bystander of violence?
- How can you control your anger?
- How do you define sexual harassment?
- What are appropriate personal boundaries?

Skill Objectives

Students will:

- identify angry feelings, but recognize angry behavior can be destructive.
- identify a list of adults that you can go to for help if you feel angry, anxious or sad.
- evaluate intervention options and understand the responsibilities of being a target and a bystander.

Materials / Resources

- Responsive Classroom
- Second Step to Violence Prevention
- Mind Up

Health Grade 5

Description

The Health Education Program is a comprehensive sequential program whose goals are to develop skills, attitudes and knowledge necessary to protect, maintain and promote good health. By helping students become health literate, awareness is increased regarding the beneficial effects of good health practices, stresses the concepts of critical thinking and problem solving in the decision making process and enables them to act on behalf of themselves and others. The grade 5 program is comprised of 5 units of study.

Course Overview

Course Objectives

Students should:

- review the physical and behavioral effects of alcohol and drugs.
- describe the behavioral effects of marijuana.
- describe the physiological and behavioral effects of smoking, inhaling other's smoke (second hand smoke) and chewing tobacco.
- describe how drugs interfere with short term and long term goals.
- explain the importance of reading and following label directions for OTC medicines.
- describe how healthy decisions about drug use prevent problems.
- review key helping resources in his/her school.
- identify qualities they admire in a friend.
- describe incidents of negative peer pressure.
- review and demonstrate refusal strategies.
- review the media's approach to sell through advertising.
- review the impact of food and exercise on a person's well-being.
- set goals to improve their physical fitness.
- review how to read and use food labels.
- identify nutritious and non-nutritious beverages.
- identify foods that are high in fat and low in fat.
- describe the benefits of limiting the consumption of fat and added sugar.
- use the nutrition information on food labels to compare products.

Essential Questions

- What do I need to know to stay healthy?
- How and where do I find information, products and resources?
- What can I do to avoid or reduce health risks?
- What influences my healthy behaviors and decisions?
- How can communication enhance my personal health?
- How do I make good decisions to keep myself healthy?
- How do I use the goal-setting process to improve my health?
- What can I do to promote accurate health information and healthy behaviors?

<ul style="list-style-type: none"> • review stress management techniques. • identify the role heredity and environment play in health. • Understand the dangers and ways to protect yourself from too much sun. • describe the physical, social and emotional changes that occur at puberty. • review personal hygiene techniques (showering daily, wearing clean clothes, using deodorant). • compare common concerns that boys and girls share about puberty. • develop positive attitudes towards puberty. • understand the function and role of the reproductive system. • discuss menstruation and nocturnal emission. • define masturbation. • describe our similarities and differences as male and female. • describe how their role in the family is changing as they grow and mature. • understand the major elements of the body systems and sub-systems. • list parents and/or other trusted adults to whom they can talk to about the changes in their lives. • use behaviors that show respect. • review of fire safety. • understand Emergency Preparedness • discuss rules for caring for younger children when home alone. • review the dangers of taking a dare and internet safety. • identify the dangers of social networking and cyber bullying. • discuss the inherent dangers of talking or meeting strangers on the internet. • discuss the impact of increased screen time with physical health (inactivity and hearing loss). • describe procedures to be taken in emergency situations. • recognize and define conflict. • identify the skills necessary to resolve personal conflict. • practice empathy skills by identifying others' feelings through verbal, physical and situational clues. • learn I messages to communicate feelings. 		
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<ul style="list-style-type: none"> • recognize the physical signs that accompany angry feelings. • identify external events which trigger anger. • practice relaxation techniques to reduce anger. • review different forms of sexual harassment. • review list of adults you can go to for help if you feel angry, anxious or sad. 		
<p><u>Content Outline</u></p> <p>I. Unit 1 - Substance Abuse</p> <p>II. Unit 2 - Wellness</p> <p>III. Unit 3 - Family Life and Human Growth and Development</p> <p>IV. Unit 4 - Safety and Accident Prevention</p> <p>V. Unit 5 - Violence Prevention</p>	<p><u>Standards</u></p> <p>State of Connecticut Curriculum Frameworks</p> <p>Connecticut State Health Standards are met in the following areas:</p> <ul style="list-style-type: none"> • <i>Core Concepts</i> • <i>Accessing Health Information and Resources</i> • <i>Self-Management of Healthy Behaviors</i> • <i>Communication Skills</i> • <i>Advocacy</i> 	

Pacing Guide - Elementary									
1st Marking Period				2nd Marking Period			3rd Marking Period		
September	October	November	December	January	February	March	April	May	June
Unit 1 <u>Substance Abuse</u> 8 weeks	Unit 2 <u>Wellness</u> 8 weeks			Unit 3 <u>Family Life and Human Growth and Development</u> 6 weeks		Unit 4 <u>Safety and Accident Prevention</u> 6 weeks		Unit 5 <u>Violence Prevention</u> 8 weeks	

Unit 1 – Substance Abuse, 8 weeks

Standards

Accessing Health Information and Resources

Students will demonstrate the ability to access valid health information, products and services.

Students will:

- M2.2 Demonstrate the ability to locate and use resources from home, school and community that provide valid health information, products and services.

Self-management of Healthy Behaviors

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

Students will:

- M3.3 Distinguish between safe, risky or harmful behaviors involving themselves and/or others.

Analyzing Internal and External Influences

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

Students will:

- M4.2 Analyze how media, technology and other factors influence personal health behaviors.

Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

Students will:

- M.8.4 Encourage and support others in making positive health choices

Unit Objectives

Students will be able to:

- review the physical and behavioral effects of alcohol and drugs.
- describe the behavioral effects of marijuana.
- describe the physiological and behavioral effects of smoking, inhaling other's smoke (second hand smoke) chewing tobacco and vaping.
- explain the importance of reading and following label directions for OTC medicines.
- describe how healthy decisions about drug

Essential Questions

- What influences my healthy behaviors and decisions?
- What can I do to avoid or reduce health risks?
- How and where do I find information, products and resources?
- What can I do to promote health information and healthy behaviors?

Focus Questions

- What are the effects of alcohol and drugs on the body?
- What are the negative affects of marijuana?

Skill Objectives

Students will:

- identify qualities they admire in a friend.
- verbalize how drugs interfere with short term and long term goals.
- demonstrate refusal strategies.
- list incidents of negative peer pressure

<p>use prevent problems.</p> <ul style="list-style-type: none"> review key helping resources in his/her school. 	<ul style="list-style-type: none"> How may drugs effect short term and long term goals? How can OTC's be safe or dangerous depending on use? How can the use of refusal strategies be useful when faced with peer pressure? What qualities should a friend have? Name people or resources a student could go to for help. 	
	<p><u>Materials/Resources</u></p> <ul style="list-style-type: none"> Police Department SHAPE program 	

Unit 2 – Wellness, 8 weeks

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- M.1.4-Examine how families and peers can influence the health of adolescents.

Accessing Health Information and Resources

Students will demonstrate the ability to access valid health information, products and services.

Students will:

- M.2.3- Examine factors that may influence the personal selection of health information, products and services.

Self-management of Healthy Behaviors

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

Students will:

- M.3.2- Examine personal health status to determine needs.

Analyzing Internal and External Influences

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

Students will:

- M.4.3- Analyze how family, school and peers influence personal health.

Communication Skills

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

Students will:

- M.5.1- Apply effective verbal and nonverbal communication skills as a means of enhancing health.

Unit Objectives

Students will be able to:

- review the media's approach to sell through advertising.
- review the impact of food and exercise on a person's well-being.
- review how to read and use food labels.
- describe the benefits of limiting the

Essential Questions

- How and where do I find information, products and resources?
- How can communication enhance my personal health?
- What do I need to know to stay healthy?
- What can I do to avoid or reduce health risks?

Skill Objectives

Students will:

- set goals to improve their physical fitness.
- identify nutritious and non-nutritious beverages.
- identify foods that are high in fat and low in fat.

<p>consumption of fat and added sugar.</p> <ul style="list-style-type: none"> • review stress management techniques. • Understand the dangers and ways to protect yourself from too much sun. 	<ul style="list-style-type: none"> • What influences my healthy behaviors and decisions? <p><u>Focus Questions</u></p> <ul style="list-style-type: none"> • How does the media use advertising to sell products? • What impact does food and exercise have on a person's well-being? • What is the importance of having goals for physical activity? • Why is it important to be able to read and use a food label? • What are positive stress management techniques? • What role does heredity and environment play in health? 	<ul style="list-style-type: none"> • use the nutrition information on food labels to compare products. • identify the role heredity and environment play in health.
	<p><u>Materials Resources</u></p> <ul style="list-style-type: none"> • USDA resources 	

Unit 3 – Family Life and Human Growth and Development, 6 weeks

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- M.1.3- Explain how health is influenced by the growth and interaction of body systems.

Accessing Health Information and Resources

Students will demonstrate the ability to access valid health information, products and services.

Students will:

- M.2.4- Demonstrate ways to obtain medically accurate information about comprehensive sexuality education from family, school personnel, health professionals and other responsible adults.

Unit Objectives

Students will be able to:

- describe the physical, social and emotional changes that occur at puberty.
- review personal hygiene techniques (showering daily, wearing clean clothes, using deodorant).
- understand the function and role of the reproductive system.
- Review Touch Safety rules.
- discuss menstruation and nocturnal emission.
- define masturbation.
- describe our similarities and differences as male and female.
- describe how their role in the family is changing as they grow and mature.
- understand the major elements of the body systems and sub-systems.

Essential Questions

- What do I need to know to stay healthy?
- How and where do I find information, products and resources?

Focus Questions

- What are some physical, social and emotional changes that occur during puberty?
- What personal hygiene techniques do adolescents need to practice?
- What are common concerns that boys and girls may have about puberty?
- Why is it important to have a positive attitude about puberty?
- What is the function and role of the reproductive system?
- What is menstruation and nocturnal emission?
- What is masturbation?
- How are males and females the same? Different?

Skill Objectives

Students will:

- compare common concerns that boys and girls share about puberty.
- develop positive attitudes towards puberty.
- list parents and/or other trusted adults to whom they can talk to about the changes in their lives.
- use behaviors that show respect.

<ul style="list-style-type: none"> Review air and blood-borne pathogens and how to prevent transmission including HIV/AIDS. 	<ul style="list-style-type: none"> As you grow through adolescents how is your role within your family changing? What are the major elements of the body systems? Where can you find a trusted adult to talk about your concerns? How do people show respect? 	
	<u>Materials Resources</u> <ul style="list-style-type: none"> Family Life presentation 	

Unit 4 – Safety and Accident Prevention, 6 weeks

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- M.1.6- Use appropriate strategies to prevent/reduce risks and promote well-being.

Decision-Making Skills

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

Students will:

- M.6.1- Use a decision-making process to enhance health.

Goal-Setting Skills

Students will use goal-setting skills to enhance health.

Students will:

- M.7.1- Use goal-setting process to enhance health.

Unit Objectives

Students will be able to:

- review of fire safety.
- understand Emergency Preparedness
- discuss rules for caring for younger children when home alone.
- review the dangers of taking a dare and internet safety.
- discuss the inherent dangers of talking or meeting strangers on the internet.
- discuss the impact of increased screen time with physical health (inactivity and hearing loss).
- describe procedures to be taken in emergency situations.

Essential Questions

- What do I need to know to stay healthy?
- How do I make good decisions to keep myself healthy?
- How do I use the goal-setting process to improve my health?

Focus Questions

- What is fire safety?
- How do you prepare for an emergency?
- What rules should be followed when caring for younger children when home alone?
- What dangers can be associated with taking dares?
- How can meeting strangers on the internet be dangerous?
- What are basic first aid techniques?

Skill Objectives

- Students will:
- identify the dangers of social networking and cyber bullying.
- demonstrate an understanding of basic first aid techniques (American Red Cross: controlling bleeding, Heimlich Maneuver, cleaning cuts and scrapes, poisoning, treating shock and rescue breathing).

	<ul style="list-style-type: none"> • What procedures can be taken in an emergency situation? 	
	<u>Materials / Resources</u> <ul style="list-style-type: none"> - Fire safety presentation- Fire Department - STEP program- emergency preparedness - LMC and police- internet safety 	

Unit 5 – Violence Prevention, 8 weeks

Standards

Self-management of Healthy Behaviors

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

Students will:

- M.3.1- Explain the importance of assuming responsibility for personal health behaviors.

Communication Skills

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

Students will:

- M.5.2- Use characteristics needed to be a responsible individual within their peer, group, school, family and community.
- M.5.3- Identify ways in which emotions may affect communication, behavior and relationships.

Unit Objectives

Students will be able to:

- recognize and define conflict.
- learn I messages to communicate feelings.
- recognize the physical signs that accompany angry feelings.
- review different forms of sexual harassment.
- review list of adults you can go to for help if you feel angry, anxious or sad.

Essential Questions

- What can I do to avoid or reduce risk behaviors?
- How can communication enhance my personal health?

Focus Questions

- What is conflict?
- What skills are needed to resolve personal conflict?
- What verbal, physical and situational clues would identify someone else's feelings?
- What are I messages?
- What physical signs accompany angry feelings?
- What external events can trigger anger?
- What relaxation techniques can be used to reduce anger?
- How do you identify sexual harassment?
- What do you do if you are sexually harassed?

Skill Objectives

Students will:

- identify the skills necessary to resolve personal conflict.
- practice empathy skills by identifying others' feelings through verbal, physical and situational clues.
- identify external events which trigger anger.
- practice relaxation techniques to reduce anger.

Materials / Resources

- Second Step to Violence Prevention
- Mind Up
- Responsive Classroom

HEALTH GRADE 6

Description

Students will meet one class period every day for a marking period. The sixth grade curriculum will focus on such topics as substance abuse, family life, HIV/AIDS, conflict resolution, including bullying and sexual harassment. These topics will be presented through lectures, handouts, interactive activities, class discussions, videos and the use of technology to enhance student learning.

Course Overview

	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • What do I need to know to stay healthy? • How and where do I find information, products and services? • What can I do to avoid or reduce health risks? • How can communication enhance my personal health? • What can I do to promote accurate health information and healthy behaviors? 	
<p><u>Content Outline</u></p> <p>I. Unit 1 - Conflict Resolution/Bullying/Harassment/Stress</p> <p>II. Unit 2 - Family Life</p> <p>III. Unit 3 - Substance Abuse</p> <p>IV. Unit 4 - HIV/AIDS and DISEASE</p>	<p><u>Standards</u></p> <p>State of Connecticut Curriculum Frameworks</p> <p>Connecticut State Health Standards are met in the following areas:</p> <ul style="list-style-type: none"> • <i>Core Concepts</i> • <i>Accessing Health Information and Resources</i> • <i>Self-Management of Healthy Behaviors</i> • <i>Communication Skills</i> • <i>Advocacy</i> 	

Pacing Guide								
Marking Period								
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Unit 1			Unit 2		Unit 3		Unit 4	
<u>Conflict Resolution/Bullying/Harassment/Stress</u>			<u>Family Life</u>		<u>Substance Abuse</u>		<u>HIV/AIDS and DISEASE</u>	
12-15 days			4-5 days		16 days		2-3 days	

Unit 1 - Conflict Resolution/Bullying/Stress, 12-15 days

Standards

Self-Management of Healthy Behaviors

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

Students will:

- apply skills to manage stress.

Communication Skills

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

Students will:

- examine the possible causes of conflict among youth in schools and communities

Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

Students will:

- encourage and support others in making positive health choices

Unit Objectives

Students will be able to:

- identify various ways to resolve conflicts.
- describe what the peer mediators do and how to access them.
- understand the risks on the Internet and how to handle them.
- identify the signs of stress.
- identify situations that are stress producing.
- develop a system of coping skills for stress including exercise.
- recognize physical signs which indicate that they are angry.
- recognize triggers as well as different stages of anger.
- identify positive and negative ways to express anger and the consequences of both.

Essential Questions

- What can I do to avoid or reduce health risks?
- How can communication enhance my personal health?
- What can I do to promote accurate health information and healthy behaviors?

Focus Questions

- What is bullying?
- What are positive, effective ways of dealing with bullying?
- Why do some people bully/tease others?
- What are effective steps for resolving conflict?
- What are examples of normal topics of conflict?
- What are Internet risks?
- What is online bullying and how do you handle it?
- What is stress and the effective coping mechanisms for handling stress?

<ul style="list-style-type: none"> • recognize different ways to deal with anger. • name the variety of emotions when presented with physical, verbal and situational cues. • Understand how to build a healthy relationship based on empathy, boundaries and age appropriate consent. • name situations in which they might have conflicting feelings. • recognize that feelings may change due to maturation, circumstances or new information. • identify situations in which he/she would like to make a friend. • identify ways/steps to develop healthy friendships. • develop an appreciation of the uniqueness and value of self and others. • discuss current events in Health. • Define and compare low level and high level anxiety and stress • Recognize differences between anxiety, worry, nervousness • Identify triggers of anxiety • Recognize physical and emotional signs which indicate they are anxious • Develop a system of coping skills for anxiety that include family, school and community 	<ul style="list-style-type: none"> • How does anger play a role in relationships and how does it affect empathy? • How are positive friendships made and kept? • What is anxiety? • What are triggers for anxiety? • Identify symptoms and concerns for anxiety • What are effective coping strategies for handling anxiety? 	
<p><u>Lesson Planning Resources</u></p> <ul style="list-style-type: none"> • Bullying • Examples of bullying • Ways to deal with bullying • Reasons people may bully • Methods/steps of conflict resolution • Internet Safety 	<p><u>Suggested Materials/Resources</u></p> <ul style="list-style-type: none"> • https://youtu.be/GVWRvVH5gBQ intro to Mindfulness 	<ul style="list-style-type: none"> • Skill Objectives • Students will: • define conflict. • recognize the negative consequences to online bullying or harassment and understand steps to take when it occurs. • define stress and recognize stress as the

<ul style="list-style-type: none"> • Anger • Empathy • Stress 		<p>body's response to a crisis or change.</p> <ul style="list-style-type: none"> • apply communication skills to resolution (i.e.: I statements, active listening, body language, questioning, verbal and non-verbal clues). • Learn and implement calming skills to reduce overall anxiety and manage anxiety symptoms.
<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>

Unit 2 – Family Life, 4-5 days

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- examine how families and peers can influence the health of adolescents

Accessing Health Information and Resources

Students will demonstrate the ability to access valid health information, products and services.

Students will:

- demonstrate ways to obtain medically accurate information about comprehensive sexuality education from family, school, personnel, health professionals and other responsible adults

Unit Objectives

Students will be able to:

- describe the emotional, physical, social and intellectual changes that occur during puberty. Define masturbation.
- explore the changes in feelings/emotions centering around body image as they enter adolescence.
- define sexual harassment in terms of personal rights, school policy and law.

Essential Questions

- What do I need to know to stay healthy?
- How and where do I find information, products and resources?

Focus Questions

- What are normal changes, which occur during puberty? (Physical, emotional, social)
- What is puberty?
- What is the function of the ovaries, fallopian tubes, uterus, cervix and vagina?
- What are the functions of the penis, testicles, urethra, semen and sperm?
- What is menstruation?
- What is a nocturnal emission?
- What is sexual harassment?
- What should you do if you are being sexually harassed?
- What makes sexual harassment so confusing?
- What are some examples of things, which may be sexual harassment?

<u>Lesson Planning Resources</u> <ul style="list-style-type: none"> • Definition of puberty • Changes during puberty • Female reproductive system • Male reproductive system • Sexual harassment • Examples of sexual harassment 	<u>Suggested Materials/Resources</u>	<u>Skill Objectives</u> Students will: <ul style="list-style-type: none"> • label the organs of the reproductive systems.
<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>

Unit 3 - Substance Abuse, 16 days

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- use appropriate strategies to prevent/reduce risks and promote well-being.

Self-Management of Healthy Behaviors

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

Students will:

- distinguish between safe, risky or harmful behaviors involving themselves and/or others.

Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

Students will:

- demonstrate the ability to work cooperatively in small groups when advocating for healthy individuals, families and schools.

Unit Objectives

Students will be able to:

- identify nicotine as the stimulant found in tobacco products.
- describe the physiological effects of using tobacco products and inhaling others' smoke.
- review the effects of alcohol on the mind, body and behavior.
- provide a list of alternatives to drinking alcohol.
- identify the harmful effects of inhalants.
- identify the health, school, legal, family and inner consequences of smoking marijuana.
- identify how using drugs can jeopardize a young person's life now and in their future.

Essential Questions

- What do I need to know to stay healthy?
- What can I do to avoid or reduce health risks?
- What can I do to promote accurate health information and healthy behaviors?

Focus Questions

NICOTINE

- What are the reasons why teens may begin to smoke?
- What is the difference between habit, dependency and addiction?
- What is the addictive drug in tobacco products?
- What are the truths and myths about second hand smoke?
- How does smoking effect our appearance, life, physical health (cancer information) - immediate and long-term?

<ul style="list-style-type: none"> • describe some of the characteristics of chemical dependency in relationship to alcohol. • describe what it is like to belong to a family with an alcoholic member. • state that children don't cause alcoholism in a family member, they can't control and can't cure it, but can take care of themselves and things can get better. • identify a model for making responsible decisions. • discuss the more difficult decisions facing young people. • identify sources of help for problems related to substance abuse, including local resources and middle school drug counselor. • understand the financial consequences to drug use. • Explain how using tobacco products, including e-cigarettes, could negatively affect their health and lives. • Learn about the history of tobacco messaging and marketing tactics 	<p>ALCOHOL</p> <ul style="list-style-type: none"> • What constitutes one drink? • What type of a drug is alcohol? • What is the most used/popular illegal drug used by teens? • How old do you have to be to drink alcohol, legally in the U.S.? • What are the immediate consequences of alcohol use? • What are the immediate effects of alcohol use? • What is the function of the liver and how quickly does it work? • MARIJUANA • What are the immediate affects of Marijuana use? • What are the long-term affects of Marijuana use? • What is the active ingredient in Marijuana? • What are the nicknames used for Marijuana? • Is Marijuana an illegal or legal drug? • What makes Marijuana so dangerous? • INHALANTS • What are examples of inhalants? • Why do kids not think inhalants they can harm them? • What are ways inhalants can kill you? • How can you protect yourself? • What are immediate effects of inhalant use? • WAYS TO SAY NO • What are effective ways to say no to drugs or other risky behaviors? • DECISION MAKING • What makes it hard to make good decisions? • What makes it easy to make good decisions? • What are necessary steps to making an effective decision? • ADVERTISEMENT • How can advertisements for alcohol and tobacco 	
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	be misleading?	
<u>Lesson Planning Resources</u> <ul style="list-style-type: none"> • Types of Drugs <ul style="list-style-type: none"> ○ Alcohol ○ Marijuana ○ Nicotine ○ Inhalants • Responses to pressures to use drugs <ul style="list-style-type: none"> ○ Decision making ○ Ways to say no ○ Advertising 	<u>Suggested Materials/Resources</u>	<u>Skill Objectives</u> Students will: <ul style="list-style-type: none"> • evaluate how advertisements for nicotine and alcohol can be misleading including issues of sex roles and stereotyping. • evaluate how a personal value system influences decision-making. • Demonstrate effective refusal skills to resist the use of tobacco products • Summarize how the media and tobacco marketing aim to influence teens to use their products
<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>

Unit 4 - HIV/AIDS and DISEASE, 2-3 days

Standards

Accessing Health Information and Resources

Students will demonstrate the ability to access valid health information, products and services.

Students will:

- examine factors that may influence the personal selection of health information, products and services.

Advocacy

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

Students will:

- promote positive ways to show care and consideration for others (e.g. persons living with HIV/AIDS, diabetes, cancer).

Unit Objectives

Students will be able to:

- discuss methods of transmission, blood-to-blood, sexual intercourse, from infected mother to child.
- dispel myths about HIV/AIDS.
- recognize the importance of compassion; understanding and care for all HIV infected people.
- identify the cause, signs and symptoms and treatments for Lyme Disease.
- identify measures to prevent Lyme disease including steps to take if a tick is found on the body.

Essential Questions

- How and where do I find information, products and resources?
- What can I do to promote accurate health information and healthy behaviors?

Focus Questions

- What is HIV/AIDS and what are the methods of transmission?
- What are the preventative measures involved?
- What are examples of how people infected with HIV/AIDS are not given compassion and understanding?
- What are the preventative measures involved in Lyme Disease?

Lesson Planning Resources

- HIV
- AIDS
- Symptoms – AIDS
- Fluids HIV lives in
- Myths
- Ways to get HIV/ prevention
- Compassion
- Lyme Disease

Suggested Materials/Resources

Skill Objectives

Students will:

- define the terms virus, antigen, pathogen, T-cells and antibody.
- define the acronyms HIV and AIDS.
- list preventative measures which can protect a person from HIV/AIDS.

<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>

HEALTH GRADE 7

Description

Students will meet one class period everyday for a marking period. The units of study in the seventh grade health class include communication, decision-making, substance abuse and family life. Students will learn how communication and good decision-making can enhance positive personal health. They will demonstrate how making good decisions can enhance positive health. Students will learn what the impact of tobacco, alcohol and marijuana can have on physical, emotional and spiritual health. Students will learn about puberty, what sexual harassment is and how it can be prevented. These topics will be presented through interactive activities including guest speakers, handouts, videos, class discussions and the use of technology to enhance students learning.

Course Overview

	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • What do I need to know to stay healthy? • How and where do I find information, products and services? • What can I do to avoid or reduce health risks? • What influences my healthy behaviors and decisions? • How can communication enhance my personal health? • How do I make good decisions to keep myself healthy? • How do I use the goal-setting process to improve my health? • What can I do to promote accurate health information and healthy behaviors? 	
<p><u>Content Outline</u></p> <p>I. Unit 1 - Communication</p> <p>II. Unit 2 - Decision Making/Goal Setting</p> <p>III. Unit 3 - Family Life</p> <p>IV. Unit 4 - Substance Abuse</p>	<p><u>Standards</u></p> <p>State of Connecticut Curriculum Frameworks</p> <p>Connecticut State Health Standards are met in the following areas:</p> <ul style="list-style-type: none"> • <i>Core Concepts</i> • <i>Accessing Health Information and Resources</i> 	

	<ul style="list-style-type: none"> • <i>Self-Management of Healthy Behaviors</i> • <i>Analyzing Internal and External Influences Communication Skills</i> • <i>Communication Skills</i> • <i>Decision-Making Skills</i> • <i>Goal-Setting</i> • <i>Advocacy</i> 	
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Pacing Guide								
Marking Period								
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Unit 1 <u>Communication</u> 10-12 days		Unit 2 <u>Decision Making/Goal Setting</u> 5-7 days		Unit 3 <u>Family Life</u> 6-8 days		Unit 4 <u>Substance Abuse</u> 15-18 days		

Unit 1 - Communication, 10-12 days

Standards

Analyzing Internal and External Influences

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

Students will:

- analyze how family, school and peers influence personal health.

Communication Skills

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

Students will:

- apply effective verbal and nonverbal communication skills as a means of enhancing health.
- use communication skills to build and maintain healthy relationships.
- demonstrate strategies to prevent, manage and resolve conflicts in healthy ways and identify adults and peers who might assist, when appropriate.

Unit Objectives

Students will be able to:

- explain why it is good to give affirmations and positive self-talk.
- define self-esteem.
- describe the importance of belonging to a group and what it feels like to be included and excluded.
- explore losses other than death.
- identify feelings associated with loss and death.
- identify grief and its five stages.
- identify behaviors which demonstrate respect for self and others.
- display coping skills for dealing with bullying behavior.
- review the risks on the Internet and how to handle them.
- review the negative consequences to online bullying or harassment and the steps taken if one is harassed on line.

Essential Questions

- What influences my healthy behaviors and decisions?
- How can communication enhance my personal health?

Focus Questions

- How can good communication help students to make good, positive decisions toward a healthy lifestyle?
- How can good communication be helpful in a supportive relationship?
- What is a healthy way to cope with bullying behavior?
- What are Internet risks?
- What is online bullying and how do you handle it?

<ul style="list-style-type: none"> Identify how to practice bystander intervention. How to build appropriate relationships (opposite of grooming) discuss current events in Health. 		
<u>Lesson Planning Resources</u> <ul style="list-style-type: none"> Affirmation/positive self-talk Necessities for good communication. Loss and grief Bullying coping skills 	<u>Suggested Materials/Resources</u>	<u>Skill Objectives</u> Students will: <ul style="list-style-type: none"> practice giving affirmations to others when they make mistakes or don't do well. give positive self-talk to self. demonstrate respect for others' feelings, rights and differences. demonstrate the effect of positive and negative interaction upon students. demonstrate the effective communication skills necessary for positive interpersonal relationships. demonstrate interpersonal behaviors, which can help people, feel comfortable with one another. effectively contribute to positive group discussion.
<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>

Unit 2 – Decision Making/Goal Setting, 5-7 days

Standards

Accessing Health Information and Resources

Students will demonstrate the ability to access valid information and products and services.

Students will:

- demonstrate the ability to locate and use resources from home, school, and community that provide valid health information, products and services.

Communication Skills

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

Students will:

- use characteristics needed to be a responsible individual within his or her peer group, school, family and community.
- demonstrate ways to communicate care, empathy, respect and responsibility for others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability.

Decision-Making Skills

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

Students will:

- describe and analyze how health-related decisions are influenced by using resources from family, school and community.

Goal-Setting

Students will use goal-setting skills to enhance health.

Students will:

- use the goal setting process to enhance health.

Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

Students will:

- analyze community agencies that advocate for healthy individuals, families and communities.

Unit Objectives

Students will be able to:

- use the steps of effective decision making.
- discuss the impact of risky decisions. (i.e.: eating disorders, the choking game,

Essential Questions

- How and where do I find information, products and services?
- How can communication enhance my personal health?

<p>current hot topics).</p> <ul style="list-style-type: none"> • identify the people who influence our personal values. • recognize and accept abilities and limitations of self and those of others. • understand that each individual is unique and should value their personal qualities. • examine the qualities of successful people. • identify valid sources of information to refer to in making decisions that are health related. • discuss the importance of each individual setting personal goals based upon positive health values. • recognize the influences of body image on weight management decisions. 	<ul style="list-style-type: none"> • How do I make good decisions to keep myself healthy? • How do I use the goal-setting process to improve my health? • What can I do to promote accurate health information and healthy behaviors? <p><u>Focus Questions</u></p> <ul style="list-style-type: none"> • Why is it important to make good decisions to keep a healthy lifestyle? • Why is setting positive personal goals important in staying healthy mentally, physically and socially? • Why is it important to recognize values, abilities, limitations and successes in self and others? 	
<p><u>Lesson Planning Resources</u></p> <ul style="list-style-type: none"> • Decision making skills • Goal setting process 	<p><u>Suggested Materials/Resources</u></p>	<p><u>Skill Objectives</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • demonstrate the ability to set personal goals. • demonstrate the ability to think critically about health related information. • demonstrate the use of decision-making strategies, which take into account alternatives, consequences and optional solutions.
<p><u>Technology Resources</u></p>	<p><u>Differentiated Instruction</u></p>	<p><u>Enrichment/ELL</u></p>

Unit 3 - Family Life, 6-8 days

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- analyze ways in which the environment and personal health are related.
- describe puberty and human reproduction as it relates to medically accurate comprehensive sexuality education.

Self-Management of Healthy Behaviors

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

Students will:

- explain the importance of assuming responsibility for personal health behaviors.

Unit Objectives

Students will be able to:

- accept and value human sexuality as essential to total well being.
- identify factors that influence sexual attitudes (i.e.: media/advertising, peers, family).
- review male and female roles in society.
- review the male and female reproductive systems.
- review the menstrual cycle.
- review the interrelationships of and the disparity among physical, emotional and social changes during puberty.
- identify the sequence of events, which show the development of the human organism from conception through birth.
- discuss a pregnant mom's ability to affect healthy embryonic and fetal development.
- recognize the value and necessity of

Essential Questions

- What do I need to stay healthy?
- What influences my healthy behaviors and decisions?

Focus Questions

- What is the anatomy and physiology/function of the reproductive system for males and females?
- What are the stages of life of a healthy human organism from conception to birth?
- How do the different aspects of belonging to a family add to a healthy lifestyle?
- What is sexual harassment and how can it be prevented?

<p>facilitating communication about sexuality with parents or other trusted adults.</p> <ul style="list-style-type: none"> • explore the purpose of family. • understand individual needs and how they relate to family. • relate parental concerns to adolescent concerns. • identify the different types of families. • be aware of the changing nature of family member roles. • review responses to being sexually harassed. • review the definition of sexual harassment, dispel common myths, raise awareness of the prevalence of sexual harassment and review steps to prevent sexual harassment. • explain their legal rights in reporting incidents of sexual harassment. • identify the causes of sexual harassment such as, communication failures, stereotypes and cultural expectations. 		
<p><u>Lesson Planning Resources</u></p> <ul style="list-style-type: none"> • Changes during puberty • Reproductive systems • Birth process/fetal development • Birth defects • Sexual harassment 	<p><u>Suggested Materials/Resources</u></p>	<p><u>Skill Objectives</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • list the responsibilities of being a member of a family. • define family roles. • develop a definition of a family.
<p><u>Technology Resources</u></p>	<p><u>Differentiated Instruction</u></p>	<p><u>Enrichment/ELL</u></p>

Unit 4 - Substance Abuse, 15-18 days

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- describe the interrelationship of mental, emotional, social, and physical health during adolescence.

Self-Management of Healthy Behaviors

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

Students will:

- apply strategies to improve or maintain personal and family health by examining influences, rules and legal responsibilities that affect decisions.

Analyzing Internal and External Influences

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

Students will:

- analyze how media, technology and other factors influence personal health.

Decision-Making Skills

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

Students will:

- use decision-making process to enhance health.

Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

Students will:

- analyze various methods to accurately express health information, concepts and skills.

Unit Objectives

Students will be able to:

- recognize alternatives to drinking alcohol.
- understand and identify the social pressures to use drugs.
- understand the concept of internal

Essential Questions

- What do I need to stay healthy?
- What can I do to avoid or reduce health risks?
- What influences my healthy behaviors and decisions?
- How do I make good decisions to keep myself

<p>pressures.</p> <ul style="list-style-type: none"> • identify the benefits of not using a drug. • understand that it's hard to quit smoking, but it can be done and it's worth it. • review the negative consequences of using drugs, particularly vaping, cigarettes, marijuana, inhalants and alcohol. • discuss the harmful effects of tobacco, vaping products and secondhand smoke. • identify protective measures for high-risk behaviors. • recall that using marijuana, tobacco or alcohol has serious consequences that can immediately affect their daily lives and social relationships. • understand how to resist external and internal pressures to use drugs. • identify alternative ways to resisting pressures. • understand actions students can take to quit smoking. • identify the social, psychological and physical consequences of drinking alcohol. • identify different pressures to use drugs. • review the myths and facts about tobacco, marijuana and alcohol. 	<p>healthy?</p> <ul style="list-style-type: none"> • What can I do to promote accurate health information and healthy behaviors? <p><u>Focus Questions</u></p> <ul style="list-style-type: none"> • What is the impact of marijuana, tobacco and alcohol on the physical, emotional and spiritual health? • How can someone find help if he/she is addicted to a drug? 	
<p><u>Lesson Planning Resources</u></p> <ul style="list-style-type: none"> • Types of drugs <ul style="list-style-type: none"> ○ Alcohol ○ Marijuana ○ Nicotine • Support groups • Causes for abuse • Alternatives • Stages of addiction 	<p><u>Suggested Materials/Resources</u></p>	<p><u>Skill Objectives</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • practice resistance by showing that most teenagers do not use drugs. • demonstrate how to resist social pressures to use drugs. • compile and teach information about alcohol and alcoholism. • explain the harmful effects of

		<p>marijuana.</p> <ul style="list-style-type: none"> • explain some of the dynamics of living in a chemically dependent family. • practice resisting pressures to use cigarettes and marijuana by identifying the social, psychological and physical consequences of using those substances. • practice social pressure resistance skills. • practice resisting when faced with a real-life pressure situation.
<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>

HEALTH GRADE 8

Description

Students will meet one class period each day for one marking period.

Units of study will include Wellness, Family Life, HIV-AIDS, Addiction and Suicide Prevention. These units will be supplemented with technology and research skills. Emphasis will be placed on learning warning signs, symptoms, causes, treatments, and support organizations related to health issues. Class lessons will integrate interactive activities, guest speakers, videos, and health information that offer opportunities for students to assess personal wellness and future health goals.

Course Overview

	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • What do I need to know to stay healthy? • How and where do I find information, products and resources? • What can I do to avoid or reduce health risks? • What influences my healthy behaviors and decisions? • How can communication enhance my personal health? • How do I make good decisions to keep myself healthy? • How do I use the goal-setting process to improve my health? • What can I do to promote accurate health information and healthy behaviors? 	
<p><u>Content Outline</u></p> <ul style="list-style-type: none"> I. Unit 1 - Wellness II. Unit 2 - HIV/AIDS III. Unit 3 - Family Life IV. Unit 4 - Suicide Prevention V. Unit 5 - Substance Use/Abuse and Addiction 	<p><u>Standards</u></p> <p>State of Connecticut Curriculum Frameworks</p> <p>Connecticut State Health Standards are met in the following areas:</p> <ul style="list-style-type: none"> • <i>Core Concepts</i> • <i>Accessing Health Information and Resources</i> 	

	<ul style="list-style-type: none"> • <i>Self-Management of Healthy Behaviors</i> • <i>Analyzing Internal and External Influences Communication Skills</i> • <i>Communication Skills</i> • <i>Decision-Making Skills</i> • <i>Goal-Setting</i> • <i>Advocacy</i> 	
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Pacing Guide								
Marking Period								
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Unit 1 <u>Wellness</u> 8-10 days	Unit 2 <u>HIV/AIDS</u> 5-7 days		Unit 3 <u>Family Life</u> 8-10 days		Unit 4 <u>Suicide Prevention</u> 6-8 days		Unit 5 <u>Substance Use/Abuse and Addiction</u> 8-10 days	

Unit 1 - Wellness, 8-10 days

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- explain how health is influenced by the growth and interaction of body systems.
- explain how appropriate health care can prevent premature death and disability.
- describe how pathogens, family history, individual decisions and other risk factors are related to the cause or prevention of disease and other health problems.

Self-Management of Healthy Behaviors

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

Students will:

- examine personal health status to determine needs.
- apply strategies to improve or maintain personal and family health by examining influences, rules and legal responsibilities that affect decisions.

Goal-Setting

Students will use goal-setting skills to enhance health.

Students will:

- use the goal setting process to enhance health.

Unit Objectives

Students will be able to:

- explain why the focus in health education is on lifestyle and wellness.
- identify the basic human needs necessary for good health.
- identify the factors that contribute to good health and positive lifestyle choices.
- outline factors that affect health behaviors (attitudes, values, perceptions, beliefs and background).

Essential Questions

- What do I need to know to stay healthy?
- What can I do to avoid or reduce health risks?
- How do I use the goal-setting process to improve my health?

Focus Questions

- In what ways are physical, mental and spiritual health interrelated?
- What are my personal health needs, strengths and risks?

<ul style="list-style-type: none"> • identify how good nutrition and a personal fitness program will contribute to a healthy, attractive self-image. • discuss the eating disorders of anorexia, bulimia, excessive exercising and compulsive overeating. • describe the steps of the decision-making process. • appreciate positive qualities and personal strengths. • identify how the practice of healthy behaviors affects future goals. • understand what heart disease is and the importance of beginning to guard against it at this age. • learn how our choices of nutrition, exercise, and lifestyle can increase or decrease our risk of heart disease. • differentiate factual information from anecdotal reports when researching on the internet. • review the risks on the Internet and how to handle them. • review the negative consequences to online bullying or harassment and the steps to take if harassed on line. • review the steps of effective decision-making. • discuss current events in Health. 	<ul style="list-style-type: none"> • What behaviors can I change to promote better health? • What strategies can I use to be successful in changing my health behaviors? • In what ways does technology affect healthy decisions? • What are Internet risks? • What is online bullying and how do you handle it? 	
<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>

Unit 2 – HIV/AIDS, 5-7 days

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- explain the relationship between positive health behaviors and prevention of injury, illness, disease and premature death.
- identify and discuss causes, modes of transmission, symptoms and prevention methods of communicable and non-communicable diseases (e.g. HIV/AIDS, sexually transmitted diseases, diabetes, cancer, heart disease).

Accessing Health Information and Resources

Students will demonstrate the ability to access valid information and products and services.

Students will:

- analyze the validity of health information and the cost of products and services.

Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

Students will:

- support a healthy position with accurate information.

Unit Objectives

Students will be able to:

- recognize that transmission (of HIV/AIDS) may be reduced, but not totally eliminated by clear communication between partners, condom use and avoidance of needle sharing.
- identify and compare the differences between HIV and AIDS.

Essential Questions

- What do I need to stay healthy?
- How and where do I find information, products and resources?
- What can I do to promote accurate health information and healthy behaviors?

Focus Questions

- What is HIV/AIDS and how does it impact my health?
- How can I avoid contracting HIV?

<u>Lesson Planning Resources</u> <ul style="list-style-type: none"> • Impact of HIV/AIDS on physical, mental and spiritual health • Methods of prevention 	<u>Suggested Materials/Resources</u>	<u>Skill Objectives</u> Students will: <ul style="list-style-type: none"> • explain that the only way to eliminate the transmission of HIV and other STIs is to abstain from all forms of sexual intercourse/contact, injected drug use and contact with other people's blood.
<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>

Unit 3 - Family Life, 8-10 days

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- define abstinence, explain the value of postponing sexual activity, identify the methods of contraception and the effectiveness of each.

Analyzing Internal and External Influences

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

Students will:

- examine the influence of family beliefs on personal health behaviors.
- identify and explain how the media may influence behaviors and decisions in regard to sexuality.

Communication Skills

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

Students will:

- demonstrate avoidance, refusal and negotiation skills to enhance healthy relationships.

Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

Students will:

- assess the impact of family, cultural, media and societal messages on one's thoughts, feelings, values and behaviors related to sexuality.

Unit Objectives

Students will be able to:

- understand the terms associated with the reproductive system.
- explore and clarify the benefits of a personal and family value system.
- discuss dating behaviors in our society and the pressures associated with them (i.e.: date rape).
- identify characteristics that are

Essential Questions

- What do I need to stay healthy?
- What influences my healthy behaviors and decisions?
- How can communication enhance my personal health?
- What can I do to promote accurate health information and healthy behavior?

<p>important in a relationship.</p> <ul style="list-style-type: none"> • review male/female reproductive systems. • identify the consequences of teenage pregnancy. • state that sexual abstinence is an appropriate and healthy choice for adolescents. • recognize the value of self-control in the development of one's sexuality and in the planning for family life. • review the importance of verbal and non-verbal communication skills including reflective listening skills. • list means of positive self-expression and assertiveness. • understand the complicated factors involved in occurrences of sexual harassment. • define Love. • recognize the different kinds of love (familial, romantic, sexual). • understand that love and affection influence our behaviors. • identify the tasks and responsibilities of parenthood and view parenthood as a job. • Explain why it is wrong to tease others based on sexuality (gender, appearance, mannerisms, orientation, gender expression or how one acts or dresses) CC MEH 1.8.32 	<p><u>Focus Questions</u></p> <ul style="list-style-type: none"> • What are normal physical and emotional changes for males during puberty? • What are normal physical and emotional changes or females during puberty? • What are qualities of a healthy relationship? • What are indications of a negative relationship? • How can communication skills build a healthy relationship? • What are the consequences of teenage pregnancy? 	
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<u>Lesson Planning Resources</u> <ul style="list-style-type: none"> • Male and female reproductive systems • Physical and emotional changes during puberty • Abstinence and sexual responsibility • Healthy relationships <ul style="list-style-type: none"> ○ Qualities of a good relationship ○ Difference between love and infatuation ○ Signs of a harmful relationship 	<u>Suggested Materials/Resources</u>	<u>Skill Objectives</u> Students will: <ul style="list-style-type: none"> • demonstrate positive coping strategies. • practice roles and responses from the perspective of various people involved in incidents of sexual harassment. • discuss the implications of physical, emotional, and sexual abuse on adolescents. • Distinguish between sexual violence facts and myths. • Discuss the concept of grooming in sexual violence. • Understand the different types of sexual violence.
<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>

Unit 4 - Suicide Prevention, 6-8 days

Standards

Self-Management of Healthy Behaviors

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

Students will:

- examine and apply safety techniques to avoid and reduce injury and prevent disease.

Communication Skills

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

Students will:

- identify ways in which emotions may affect communication, behavior and relationships.
- compare and contrast healthy ways to express needs, wants and feelings.

Decision-Making Skills

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

Students will:

- predict how decisions regarding health behaviors have consequences for themselves and others.

Unit Objectives

Students will be able to:

- identify warning signs of potential suicide ideation.
- discuss the importance of not keeping a suicide threat a secret.
- identify specific responsible adults for suicide referrals.
- identify their personal support system.
- identify specific responsible adults for suicide referrals.
- define stress, stressor, eustress and distress.
- recognize that stress management is one's personal responsibility.
- identify values and messages that students receive from their families.

Essential Questions

- What can I do to avoid or reduce health risks?
- How can communication enhance my personal health?
- How do I make good decisions to keep myself healthy?

Focus Questions

- What are the causes of suicide?
- What are the warning signs of suicide?
- What are the consequences of keeping knowledge about someone's plan to harm themselves or others?
- Where and who can help someone suffering from depression or suicidal thoughts?
- How does stress affect our health?

<ul style="list-style-type: none"> identify positive qualities and strengths in classmates. 		
<u>Lesson Planning Resources</u> <ul style="list-style-type: none"> Causes of suicide Warning signs of suicide Responsibility with knowledge of another's plan to harm self and others 	<u>Suggested Materials/Resources</u>	<u>Skill Objectives</u> Students will: <ul style="list-style-type: none"> demonstrate positive coping strategies. locate resources from home, school, and community that provide strategies for prevention of suicide for at risk individuals. appreciate positive qualities and strengths in him/herself and others.
<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>

Unit 5 - Substance Use/Abuse and Addiction, 8-10 days

Standards

Self-Management of Healthy Behaviors

Students will demonstrate the ability to practice health enhancing behaviors and avoid.

Students will:

- distinguish between safe, risky or harmful behaviors involving themselves and/or others.

Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

Students will:

- support a healthy position with accurate information.

Unit Objectives

Students will be able to:

- review the harmful effects of tobacco, alcohol and other drugs.
- identify life altering or life-ending consequences which can result from drug use/abuse.
- identify current drug trends and dangers.
- review the dynamics of living in a chemically dependent family.
- review and analyze the stages of chemical dependency.
- review the nature and variety of pressures to use drugs.
- identify updated information about problems with drugs.
- review external and internal pressures and how to resist them.
- understand that resistance is easier if they support each other.
- understand the benefits of non-use and the strategies associated with recovery.
- understand actions students can take to

Essential Questions

- What can I do to avoid and reduce health risks?
- What can I do to promote accurate health information and healthy behaviors?

Focus Questions

- How does drug use/abuse and addiction affect my physical, mental and spiritual health?
- How does addiction impact family and friends?
- What resources are available to get information or help about addiction?
- How can drug use/abuse lead to poor choices which can alter my life, sometimes forever?

<p>quit smoking.</p> <ul style="list-style-type: none"> • identify how to get help for someone who is chemically dependent. • recognize the dangers of OTC/Prescription drug use without a prescription. • Identify what an endorphin is, the role it plays in our bodies and what activities release endorphins. • Examine opioid use, misuse and dangers to the body. • Understand opioid addiction and recovery 		
<p><u>Lesson Planning Resources</u></p> <ul style="list-style-type: none"> • Drug classifications and effects of use and abuse • Stages of addiction (Cycle of addiction) • Addiction's impact on family and friends • Support groups and resources • Real dangers and consequences of drug use/abuse 		<p><u>Skill Objectives</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • practice the skills to resisting drug use. • dispel the myth that because it is prescribed, it must be safe. • Identify predatory marketing strategies employed by tobacco and e-cigarettes/vape pen industry. • Understand the mechanisms by which the products of e-cigarettes/vape pens enter (or are absorbed) into the body. • Obtain knowledge about the health consequences of using e-cigarettes/vape pens. • To learn about the negative health effects caused by e-cigarette and vape pen use • Explore and understand the appeal of e-cigarettes/vape pens among adolescents in order to counter the appeal. • Learn and practice skills that will allow students to resist e-cigarette/vape pen use. • Obtain accurate knowledge about pod-

		based systems (e.g., JUUL, PHIX, Suorin) and how they are made to work like a cigarette
<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>

HEALTH GRADE 9

Description

The emphasis in health education is based on the needs and interests of ninth grade students, the school, and the community. This program stresses the development of health knowledge, attitudes, practices, and skills. By increasing the awareness of the relationship between physical, emotional, mental, social, and spiritual health, students can develop opportunities to achieve a high level of wellness.

Course Overview

	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • What do I need to know to stay healthy? • How and where do I find information, products and services? • What can I do to avoid or reduce health risks? • What influences my healthy behaviors and decisions? • How can communication enhance my personal health? • What can I do to promote accurate health information and healthy behaviors? 	
<p><u>Content Outline</u></p> <p>I. Unit 1 - Drug Education</p> <p>II. Unit 2 - Safe Choices (including Family Life)</p> <p>III. Unit 3 - Mental Health</p>	<p><u>Standards</u></p> <p>State of Connecticut Curriculum Frameworks</p> <p>Connecticut State Health Standards are met in the following areas:</p> <ul style="list-style-type: none"> • <i>Core Concepts</i> • <i>Accessing Health Information and Resources</i> • <i>Self-Management of Healthy Behaviors</i> • <i>Analyzing Internal and External Influences Communication Skills</i> • <i>Advocacy</i> 	

Pacing Guide				
1st Marking Period			2nd Marking Period	
Month 1	Month 2	Month 3	Month 4	Month 5
Unit 1 <u>Drug Education</u>	Unit 2 <u>Safe Choices</u>	Unit 3 <u>Mental Health</u>		

Unit 1 - Drug Education 2-4 days

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- describe the interrelationships of mental, emotional, social, and physical health throughout adulthood.

Accessing Health Information and Resources

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

Students will:

- evaluate factors that may influence the personal selection of health products and services.

Self-Management of Healthy Behaviors

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

Students will:

- analyze personal health status to determine needs.

Unit Objectives

Students will be able to:

- the effects nicotine, alcohol and other drugs have on the body.
- recognize the relationship between drugs and social acceptance.
- identify the appeal of vaping and why teens are targeted by vaping companies

Essential Questions

- What do I need to know to stay healthy?
- How and where do I find information, products and services?
- What can I do to avoid or reduce health risks?
- Focus Questions
- What are the dangers associated with drug abuse?
- What effects do drugs have on the body?
- What are the risks associated with chemical use/abuse?
- What refusal skills are necessary for effective decision making?
- Why are teens targeted by vaping companies?

<u>Lesson Planning Resources</u> <ul style="list-style-type: none"> • Drug use and chemical dependency • Risks associated with chemical use/abuse • Refusal skills and decision making strategies 	<u>Suggested Materials/Resources</u>	<u>Skill Objectives</u> Students will: <ul style="list-style-type: none"> • identify his/her feelings about drug related issues. • identify behaviors which put one at risk for chemical use/abuse. • discuss the impact of drugs on society and the conflicting messages given by the media. • describe available resources for information and support. • demonstrate refusal skills and decision making strategies. • review the negative health effects caused by e-cigarette and vape pen use • Explore and understand the appeal of e-cigarettes/vape pens among adolescents in order to counter the appeal. • explore e-cigarettes/vape pen myths. • Learn and practice skills that will allow students to resist e-cigarette/vape pen use.
<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>

Unit 2 – Safe Choices (including Family Life) 14-16 days

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- evaluate the impact of personal health behaviors on the functioning of body systems.
- compare and contrast abstinence to other forms of contraception to reduce risks of disease/unintended pregnancy.

Analyzing Internal and External Influences

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

Students will:

- analyze how family and cultural diversity enriches and affects personal health behaviors.

Communication Skills

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

Students will:

- analyze situations and demonstrate healthy ways to express needs, wants and feelings.

Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

Students will:

- engage others to develop health campaigns which promote care, consideration and concern for others (e.g. persons living with HIV/AIDS, diabetes, cancer).

Unit Objectives

Students will be able to:

- Hands only CPR/AED training through AHA
- identify and discuss diseases that affect health.
- evaluate environmental, social and hereditary factors that may place them at risk for disease.

Essential Questions

- What do I need to know to stay healthy?
- What influences my healthy behaviors and decisions?
- How can communication enhance my personal health?
- What can I do to promote accurate health information and healthy behaviors?

	<p><u>Focus Questions</u></p> <ul style="list-style-type: none"> • What factors contribute to adolescent obesity versus dietary choices? • What risks are associated with nicotine and other inhalants on the respiratory system? • What is the function of the male/female reproductive systems and how do you prevent communicable diseases? • What is sexual harassment and the steps to dealing with it? 	
<p><u>Lesson Planning Resources</u></p>	<p><u>Suggested Materials/Resources</u></p>	<p><u>Skill Objectives</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • locate where AEDs are placed { Adult { Child { Infant • be able to operate an AED correctly in an emergency situation • describe the necessary steps for Lyme disease prevention. (sub plans) • describe internal and external factors that influence eating behavior. • describe the impact that food choices have on overall wellness. Compare and contrast current fad diets and diet trends. • identify responsible behaviors associated with interpersonal relationships and health. • read and understand the components of food labels. • identify calories from carbs, fats & proteins which provide Energy. • understand the impact sugar has on the body. • review anatomy and function of the male/female reproductive systems.

		<ul style="list-style-type: none"> • describe symptoms, prevention methods and routes of communicable diseases including AIDS/STDS. • describe how a long-term monogamous relationship between uninfected partners is a way of preventing HIV infection and STD. • define methods of prevention and risks associated with HPV. • understand the need for self control in responsible decision making. • understand the advantages of sexual abstinence for adolescents. • Review why it is wrong to tease others based on sexuality (gender , appearance, mannerisms, orientation, gender expression or how one acts or dresses) CC MEH 1.8.32
<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>

Unit 3 - Mental Health 10-12 days

Standards

Self-Management of Healthy Behaviors

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

Students will:

- evaluate and apply appropriate stress management strategies.

Communication Skills

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

Students will:

- compare and contrast skills for communicating effectively with family, peers and others.
- demonstrate avoidance, refusal, negotiation and collaboration skills to enhance healthy relationships.
- analyze the possible causes of conflict in families, among peers, and in schools and communities.

Unit Objectives

Students will be able to:

- Strengthen mental health foundations, risk and protective factors, including digital addiction.-Strengthen Mental Health Basics
- Understand physical and mental disorders, researching mental health disorders.Understand Mental Health Disorders
- Define stress, reframing negative self-talk, DBT 5 senses for self-soothing coping skills.-Identify Healthy Coping Skills
- Identify stigma, recognizing and combating stigma- Identify Resources

Essential Questions

- What are the student's personal plans for strengthening and supporting mental health?
- Why is a positive mindset, healthy habits, positive relationships, and emotional awareness important for overall mental health.How can communication enhance my personal health?
- What are risk factors?
- What are protective factors?

Focus Questions

- Describe how improving protective factors impact your personal health?
- How does understanding of your environment impact your personal health?
- How does your family history play into your personal health and well-being?
- What are the signs someone might be struggling with their mental health?
- What is stigma and how might it prevent someone from getting help?
- Why is getting help important?
- What kind of help is available?

	<ul style="list-style-type: none"> • What are the warning signs that indicate someone may be thinking about suicide? • How can you support someone who is thinking of suicide? 	
		<u>Skill Objectives</u> Students will: <ul style="list-style-type: none"> • demonstrate appropriate ways to access help for themselves or a friend. • demonstrate how to communicate feelings and needs effectively without using violence or hurtful language. • Understand purpose of stress and how it can affect a person physically. • identify coping strategies that can be used to reduce stress. • use de-stigmatizing language and approach to presenting information on their chosen mental health disorder.
	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>

HEALTH 10

Description

This course offers sophomores an in-depth study of the physiological effects of use/abuse of alcohol and drugs with special emphasis on drinking and driving. Students will have the opportunity to study current alcohol legislation as they prepare for their driver's license. Students will also investigate the consequences of risky behaviors.

Course Overview

	<u>Essential Questions</u> <ul style="list-style-type: none"> • What do I need to know to stay healthy? • How and where do I find information, products and services? • What can I do to avoid or reduce health risks? • What influences my healthy behaviors and decisions? • How can communication enhance my personal health? • How do I make good decisions to keep myself healthy? • What can I do to promote accurate health information and healthy behaviors? 	<u>Assessments</u> <i>Common Assessments</i> <i>Skill Assessments</i>
<u>Content Outline</u> I. Unit 1 - Addiction/Alcohol Use and Abuse II. Unit 2 - Positive and destructive Decision-making	<u>Standards</u> State of Connecticut Curriculum Frameworks Connecticut State Health Standards are met in the following areas: <ul style="list-style-type: none"> • <i>Core Concepts</i> • <i>Accessing Health Information and Resources</i> • <i>Self-Management of Healthy Behaviors</i> • <i>Analyzing Internal and External Influences Communication Skills</i> 	

	<ul style="list-style-type: none"> • <i>Communication Skills</i> • <i>Decision-Making Skills</i> • <i>Advocacy</i> 	
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Pacing Guide								
Marking Period								
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Unit 1 <u>Addiction/Alcohol Use and Abuse</u> 8-10 days					Unit 2 <u>Decision-making</u> 4-6 days			

Unit 1 - Addiction/Alcohol Use and Abuse, 8-10 days

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- analyze ways in which the environment influences the health of the community.

Accessing Health Information and Resources

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

Students will:

- demonstrate the ability to access and evaluate resources from home, school and community that provide valid health information and services for themselves and others.

Self-Management of Healthy Behaviors

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

Students will:

- assess the importance of assuming responsibility for personal health behaviors.

Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

Students will:

- use the ability to influence and support others in making positive health choices.

Unit Objectives

Students will be able to:

- Justify the importance of choosing not to use or abuse alcohol/drugs.
- Advocate the importance of being a drug free role model and a source of help for a friend.
- Examine the Connecticut laws and regulations regarding alcohol/ drugs/ texting and driving.
- Investigate addiction as a disease.

Essential Questions

- What do I need to know to stay healthy?
- How and where do I find information, products and services?
- What can I do to avoid or reduce health risks?
- What can I do to promote accurate health information and healthy behaviors?

Focus Questions

- What are the social factors, media and cultural influences that effect drug use?

<ul style="list-style-type: none"> ● Identify the dynamics of living in a chemically dependent family. ● Emphasize the importance of an individual's responsibility not to ride with someone who has been drinking/drugging/ texting ● Interpret statistics related to the national problem of driving under the influence. ● Understand the risks of misusing, abusing, and sharing prescription drugs. ● Interpret prescription labels. ● Recognize signs of drug abuse and overdose. ● Describe physical, mental, social, and legal consequences of abusing prescription drugs. ● Investigate latest research into E-Cigarette and Vaping dangers. 	<ul style="list-style-type: none"> ● What are the factors that influence your response to drugs? ● What are the signs and symptoms of physical, social and emotional addiction? ● How do you recognize chemical dependency within the family unit? ● What organizations and resources are available for help? ● What are the laws and consequences associated with drinking and driving? ● What factors influence your personal decisions involving driving under the influence? ● What risks are involved in alcohol use/abuse? 	
	<p><u>Suggested Materials/Resources</u></p>	<p><u>Skill Objectives</u></p> <p>Students will:</p> <ul style="list-style-type: none"> ● identify consequences of being chemically involved. ● define BAC. ● summarize the CT state laws regarding drinking and driving. ● identify the factors that influence one's response to drugs. ● identify influences and behaviors which put one at risk for chemical use/abuse. ● identify early warning signs of addiction. ● identify treatment modalities for chemical abuse and addiction. ● identify people whom they can seek out for help. ● demonstrate the dynamics found in a chemically dependent family.

		<ul style="list-style-type: none"> • explain coping strategies for living in a chemically dependent family. • explain the physical, emotional, and spiritual components of addiction.
<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>

Unit 2 – Decision-making (including Family Life), 4-6 days

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- assess how public health policies and government regulations can influence health promotion and disease prevention.
- describe and analyze the physical, mental, emotional and sexual changes that occur over a lifetime – from birth to death.

Analyzing Internal and External Influences

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

Students will:

- evaluate how information from family, school, peers and the community influences personal health.

Communication Skills

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

Students will:

- demonstrate the ability to identify positive and negative emotions and analyze the impact on behavior.

Decision-Making Skills

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

Students will:

- predict the immediate and long-term impact of health decisions on the individual, family and community.

Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

Students will:

- analyze the power of choice with personal relationships and examine the responsibility and consequences regarding actions/behaviors related to sexuality.

Unit Objectives

Students will be able to:

- Examine the role peer pressure plays in their decisions.
- Distinguish the relationship between risky behaviors and goal attainment.

Essential Questions

- What do I need to know to stay healthy?
- What influences my healthy behaviors and decisions?
- How can communication enhance my personal health?

Assessment

<ul style="list-style-type: none"> ● Identify risk factors and protective factors ● Correlate the relationship between chemical use and high risk sexual behavior. 	<ul style="list-style-type: none"> ● How do I make good decisions to keep myself healthy? ● What can I do to promote accurate health information and healthy behaviors? <p><u>Focus Questions</u></p> <ul style="list-style-type: none"> ● What are risky behaviors? ● What influences affect decisions to partake in risky behaviors? ● What impact might participation in risky behaviors have on family, friends, and one's future? ● What methods reduce the risk of unplanned pregnancy and/or disease? 	
	<p><u>Suggested Materials/Resources</u></p>	<p><u>Skill Objectives</u></p> <p>Students will:</p> <ul style="list-style-type: none"> ● identify examples of risky behaviors. ● predict immediate and long-term impact of risky behavior choices. ● use decision making model to make decisions about drugs/alcohol and sexual activity. ● evaluate personal decisions concerning chemical use: drugs/alcohol and sexual activity. ● identify strategies to handle sexual pressures in a relationship. ● identify protective behaviors against the transmission of HIV/AIDS, STI's and pregnancy. ● evaluate the effectiveness of decisions related to alcohol and other drug use and how substance use can lead to sexual assault. ● evaluate the negative consequences of sending sexually explicit pictures or messages via text or on social media sites.

		<ul style="list-style-type: none"> ● analyze existing laws and policies designed to protect young people from sexual harassment, sexual assault, child abuse, human trafficking, sexual exploitation, bullying and other types of violence ● defend the importance of abstinence and the benefits associated with it.
<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>

HEALTH GRADE 11

Description

This course emphasizes attitudes, attributes and skills along with knowledge-based components to assist juniors to minimize health risks and avoid behaviors which interfere with well-being. This course is designed to allow students to look at 20th century issues that impact their everyday lives, as well as future.

Course Overview

	<u>Essential Questions</u> <ul style="list-style-type: none"> • What do I need to know to stay healthy? • How and where do I find information, products and services? • What can I do to avoid or reduce health risks? • What influences my healthy behaviors and decisions? • How can communication enhance my personal health? • How do I make good decisions to keep myself healthy? • How do I use the goal-setting process to improve my health? • What can I do to promote accurate health information and healthy behaviors? 	<u>Assessments</u> <i>Common Assessments</i> <i>Skill Assessments</i>
<u>Content Outline</u> I. Unit 1 - <u>Stress</u> Management II. Unit 2 - <u>Human</u> Growth and Development	<u>Standards</u> State of Connecticut Curriculum Frameworks Connecticut State Health Standards are met in the following areas: <ul style="list-style-type: none"> • <i>Core Concepts</i> • <i>Accessing Health Information and Resources</i> • <i>Self-Management of Healthy Behaviors</i> • <i>Analyzing Internal and External Influences</i> 	

	<ul style="list-style-type: none"> • <i>Communication Skills</i> • <i>Decision-Making Skills</i> • <i>Goal-Setting</i> • <i>Advocacy</i> 	
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Pacing Guide								
Marking Period								
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Unit 1 <u>Stress Management</u> 5-6 days				Unit 2 <u>Human Growth and Development</u> 9-10 days				

Unit 1 - Stress Management, 5-6 days

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually transmitted infections, mental/emotional health, nutrition and physical activity, and alcohol, tobacco, and other drugs.

Students will:

- evaluate how families, peers and community members can influence the health of individuals.

Self-Management and Healthy Behaviors

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

Students will:

- assess the importance of assuming responsibility for personal health behaviors.
- apply and assess strategies to improve or maintain personal, family and community health by examining influences, rules and legal responsibilities that affect decisions.
- evaluate and apply appropriate stress management strategies.

Analyzing Internal and External Influences

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

Students will:

- evaluate how information from family, school, peers and the community influences personal health.
- analyze the media influence on behaviors and decisions as it relates to sexuality.

Decision-Making Skills

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

Students will:

- demonstrate the ability to make health- enhancing decisions using the collaborative decision-making process

Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

Students will:

- demonstrate the ability to work cooperatively in larger, more diverse groups when advocating for healthy communities.

Unit Objectives

Students will be able to:

- to identify personal stressors.

Essential Questions

- What do I need to know to stay healthy?
- What can I do to avoid or reduce health risks?

Assessment

<ul style="list-style-type: none"> ● to achieve personal goals to support their long term life plan. ● understand what high risk behaviors increase personal stress in one's life, including substance abuse. 	<ul style="list-style-type: none"> ● What influences my healthy behaviors and decisions? ● How do I make good decisions to keep myself healthy? ● What can I do to promote accurate health information and healthy behaviors? <p><u>Focus Questions</u></p> <ul style="list-style-type: none"> ● How do I manage personal stressors? ● How do I set goals and make decisions necessary to plan for college or alternative career paths? ● What influences personal decisions relating to college? ● How does substance use/abuse impact stress? 	
	<p><u>Suggested Materials/Resources</u></p>	<p><u>Skill Objectives</u></p> <p>Students will:</p> <ul style="list-style-type: none"> ● evaluate and apply stress management strategies. ● practice a mindfulness experience ● research information on mental well-being ● explore resources for mental well-being ● demonstrate and apply healthy decision-making skills.
<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>

Unit 2 – Human Growth and Development (Family Life), 9-10 days

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- analyze how research and medical advances can influence the prevention and control of health problems.
- analyze how behaviors can affect health maintenance and disease prevention.
- evaluate how families, peers and community members can influence the health of individuals.
- research and analyze factors that increase the risk of contracting communicable and non-communicable diseases (e.g. HIV/AIDS, sexually transmitted diseases, diabetes, cancer, heart disease, hepatitis)

Accessing Health Information and Resources

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

Students will:

- analyze medically accurate information about comprehensive sexuality education from family, school personnel, health professionals and other responsible adults.

Self-Management of Healthy Behaviors

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

Students will:

- use and evaluate safety techniques to avoid and reduce injury and prevent disease.

Analyzing Internal and External Influences

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

Students will:

- evaluate the effects of media, technology and other factors on personal, family and community health.
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Communication Skills

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

Students will:

- demonstrate care, empathy, respect and responsibility for others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability.
- prioritize and demonstrate strategies for maintaining healthy relationships and solving interpersonal conflicts.

- demonstrate strategies used to prevent, manage and resolve conflict in healthy ways and identify adults and peers and community resources that might assist, when appropriate.

Decision-Making Skills

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

Students will:

- predict the immediate and long-term impact of health decisions on the individual, family and community.
- demonstrate various strategies when making decisions to enhance health.
- demonstrate the ability to make health-enhancing decisions using the collaborative decision-making process.

Goal-Setting

Students will use goal-setting skills to enhance health.

Students will:

- demonstrate various strategies when making goal-setting decisions to enhance health.

Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

Students will:

- support and defend a position with accurate health issues.
- demonstrate the ability to work cooperatively in larger, more diverse groups when advocating for healthy communities.

Unit Objectives

Students will be able to:

- the emotional and psychological involvement in human reproduction and conception.
- the sequence of events which show the development of human organism from conception through birth.
- through discussion and research the options available concerning pregnancy.
- the importance of personal reproductive health responsibilities.
- different methods of birth control including abstinence.
- methods used to prevent disease transmission

Essential Questions

- What do I need to know to stay healthy?
- How and where do I find information, products and services?
- What can I do to avoid or reduce health risks?
- What influences my healthy behaviors and decisions?
- How can communication enhance my personal health?
- How do I make good decisions to keep myself healthy?
- How do I use the goal-setting process to improve my health?
- What can I do to promote accurate health information and healthy behaviors?

<ul style="list-style-type: none"> the consequences of disease and how it affects personal health (HIV/AIDS, STI's, etc.). differentiate between biological sex, sexual orientation and gender identity identify an inclusive collection of support resources. H.1.6.e https://portal.ct.gov/SDE/Publications/Sexual-Health-Education-Component-of-Comprehensive-Health-Education/Sexual-Health-Education-Curriculum-Framework 	<p><u>Focus Questions</u></p> <ul style="list-style-type: none"> How can the information protect and prevent you from unnecessary reproductive difficulties? What are the fetal stages of development? What role does abstinence play in developing a healthy lifestyle? What are the benefits of healthy communication when discussing contraception? What are the advantages and disadvantages of the contraception methods studied? How do you identify an STI/STD? (signs, symptoms, etc.) How do you keep yourself safe from HIV/AIDS, STI/other communicable diseases? How do you treat STI/STD's? What is a Healthy vs. Unhealthy relationship? 	
<p><u>Lesson Planning Resources</u></p> <ul style="list-style-type: none"> Review functions of the male and female reproductive system Menstruation/ovulation/fertilization/conception Pregnancy Pregnancy responsibilities and CT state laws regarding personal options Abstinence STI information from transmission to treatment Barrier, chemical, surgical, hormonal and disease prevention components of contraception Where to obtain testing, treatment and counseling for Sexually Transmitted Infections Complete the <u>American Red Cross First Aid/CPR/AED certification</u> program be able to apply basic First Aid skills in an emergency (asthma inhaler training, 	<p><u>Suggested Materials/Resources</u></p>	<p><u>Skill Objectives</u></p> <p>Students will:</p> <ul style="list-style-type: none"> describe the male and female reproduction systems. evaluate and make healthy decisions concerning their own personal reproductive health. list and apply contraception choices to benefit their overall reproductive health. describe the stages of pregnancy and types of delivery. understand the responsibilities of pregnancy examine the CT laws regarding the personal options concerning pregnancy examine pathogens, modes of transmission, signs and symptoms and treatments of Sexually Transmitted Infections. apply the information learned to prevent against disease.

<p>epinephrine auto injector training, and tourniquet application training.</p> <ul style="list-style-type: none"> ● identify the steps of CPR { Adult { Child { Infant 		<ul style="list-style-type: none"> ● examine the qualities of a healthy vs. unhealthy relationships. ● research local sites for STI testing/treatment ● identify strategies to handle sexual pressures in a relationship. ● understand the importance and steps of breast and testicular self-exam. ● evaluate the impact of sexual behavior on an individual's life. ● analyze the influence alcohol and other drugs have on judgment and the ability to make decisions such as sexual activities, driving and high risk behaviors.
<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>

HEALTH GRADE 12

Description

This last health course offers seniors the opportunity to develop a set of personal health goals and a process to obtain, interpret and understand basic health information. By updating essential information and clarifying the relationship between the dynamic complexity of lifestyle and quality of life, it assists them in being good health consumers.

This course is specifically tailored to the needs of a graduating Senior high school student. Through gathering information and analyzing alternatives, students will be able to make decisions that will impact their life.

Course Overview

	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • What do I need to know to stay healthy? • How and where do I find information, products and services? • What can I do to avoid or reduce health risks? • How can communication enhance my personal health? • How do I make good decisions to keep myself healthy? • How do I use the goal-setting process to improve my health? 	
<p><u>Content Outline</u></p> <p>I. Unit 1 - Life After High School</p>	<p><u>Standards</u></p> <p>State of Connecticut Curriculum Frameworks</p> <p>Connecticut State Health Standards are met in the following areas:</p> <ul style="list-style-type: none"> • <i>Core Concepts</i> • <i>Accessing Health Information and Resources</i> • <i>Self-Management of Healthy Behaviors</i> • <i>Communication Skills</i> 	

	<ul style="list-style-type: none"> • <i>Goal-Setting</i> • <i>Advocacy</i> 	
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Pacing Guide								
Marking Period								
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Unit 1 Life After High School 15 days								

Unit 1 - Life After High School (including Family Life), 15 days

Standards

Core Topics

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- use and evaluate appropriate strategies to promote well-being, delay onset and reduce risks of potential health problems during adulthood.
- analyze ways in which the environment influences the health of the community.

Accessing Health Information and Resources

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

Students will:

- evaluate the validity of health information and the cost of products and services.

Self-Management of Healthy Behaviors

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

Students will:

- distinguish between safe, risky or harmful behaviors affecting themselves and others in the community.

Communication Skills

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

Students will:

- apply and evaluate characteristics needed to be a responsible individual within his or her peer group, school, family and community.

Goal-Setting

Students will use goal-setting skills to enhance health.

Students will:

- demonstrate various strategies when making goal-setting decisions to enhance health.

Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

Students will:

- evaluate the effectiveness of methods for accurately expressing health information, concepts and skills.
- engage the support of community agencies that advocate for healthy individuals, families and communities.
- demonstrate the ability to work cooperatively in larger, more diverse groups when advocating for healthy communities

<p><u>Unit Objectives</u> Students will be able to:</p> <ul style="list-style-type: none"> ● consider information to help make positive life choices (college, money management, relationships, etc.). ● evaluating information on creating and maintaining healthy relationships. ● research resources available to manage an independent lifestyle. ● investigate trends in tobacco-free policy for college campus and work- force (including vaping) ● investigate emotional stress of campus and work experience. ● identify the importance of an active lifestyle 	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> ● What do I need to know to stay healthy? ● How and where do I find information, products and services? ● What can I do to avoid or reduce health risks? ● How can communication enhance my personal health? ● How do I make good decisions to keep myself healthy? ● How do I use the goal-setting process to improve my health? <p><u>Focus Questions</u></p> <ul style="list-style-type: none"> ● What health related decisions will I be faced with in college or the work force? ● What are my personal, school and career goals for the future? ● How can decision making impact short-term and long-term goals? 	
	<p><u>Suggested Materials/Resources</u></p>	<p><u>Skill Objectives</u> Students will:</p> <ul style="list-style-type: none"> ● apply the decision making process to personal life experiences. ● understand the transition process from being parent-dependent to becoming self-supportive. ● demonstrate effective communication skills. ● understand substance abuse/binging issues after high school. ● understand personal responsibilities of sexual health. ● argue the rationale for utilizing social media in court cases/potential careers/acceptance into college

		<ul style="list-style-type: none"> ● discuss the options after high school - military, college, work, gap year, transfer, etc. ● evaluate personal qualities/skills and what you would bring to the workforce ● pros/cons of social media (networking vs. over-exposure).
<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>

Health Kindergarten

Description

The Health Education Program is a comprehensive sequential program whose goals are to develop skills, attitudes and knowledge necessary to protect, maintain and promote good health. By helping students become health literate, awareness is increased regarding the beneficial effects of good health practices, stresses the concepts of critical thinking and problem solving in the decision making process and enables them to act on behalf of themselves and others. The Kindergarten program is comprised of 5 units of study.

Course Overview

Course Objectives

Students should:

- Define medicine.
- Identify people who are appropriate to help with the safe use of medicine.
- Students will explain the importance of appreciating yourself.
- Identify trusted adults as resources.
- Name feelings.
- Demonstrate how body language expresses feelings.
- Identify how tobacco is harmful to your body.
- Explain what it means to be a friend and how friends influence them.
- Identify the importance of good personal health practices. (hygiene, rest, exercise, dental care, nutrition)
- Explain the need to balance rest and activity.
- List different food groups and identify their location on the Food Guide Pyramid.
- Develop awareness how food packaging influences their eating decisions.
- Choose healthy snacks.
- Identify three types of physical activities that promote health.
- Explain that germs can make you sick.
- Demonstrate how to avoid spreading germs

Essential Questions

- What do I need to know to stay healthy?
- How and where do I find information, products and resources?
- What can I do to avoid or reduce health risks?
- What influences my healthy behaviors and decisions?
- How can communication enhance my personal health?
- How do I make good decisions to keep myself healthy?
- How do I use the goal-setting process to improve my health?
- What can I do to promote accurate health information and healthy behaviors?

<p>when they cough or sneeze.</p> <ul style="list-style-type: none"> • Identify the importance of hand washing. • Understand the necessity of not touching each others hair and sharing helmets, combs, brushes and hair apparel. • Identify what a tick looks like, list animals that carry ticks, identify safe areas and dress for outdoor play and steps to follow if a tick is found on the body. • Describe what a family is. • Describe the basic needs of a family. • Explain that everyone’s role in the family is important. • Explain that it is natural for families to change. • Identify people who can help when faced with stressful situations. • identify important car safety (seat belts and back seat riding). • identify an emergency situation. • identify the appropriate ways to get help in an emergency situation. • identify a meeting place outside of their home for use during emergencies. • demonstrate decision –making skills to make safe decisions about water play. • identify precautions to take around animals and steps for approaching a pet safely. • recognize Officer Friendly as a helper in the community (if service is available). • identify own personal space. • identify safe/unsafe/unwanted touches. • identify Touching Rule and steps to get help if someone breaks that rule. • Understand and demonstrate empathetic behavior • Understand and practice the skill of 		
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<p>emotion management</p> <ul style="list-style-type: none"> • Understand and practice the skill of problem solving • Identify conflicts and demonstrate conflict resolution techniques. 		
<p>Content Outline</p> <p>I. Unit 1 - Substance Abuse</p> <p>II. Unit 2 - Wellness</p> <p>III. Unit 3 - Family Life</p> <p>IV. Unit 4 - Safety and Accident Prevention</p> <p>V. Unit 5 - Violence Prevention</p>	<p>Standards</p> <p>State of Connecticut Curriculum Frameworks</p> <p>Connecticut State Health Standards are met in the following areas:</p> <ul style="list-style-type: none"> • <i>Core Concepts</i> • <i>Accessing Health Information and Resources</i> • <i>Self-Management of Healthy Behaviors</i> • <i>Analyzing Internal and External Influences</i> • <i>Communication Skills</i> • <i>Decision-Making Skills</i> • <i>Goal-Setting Skills</i> • <i>Advocacy</i> 	

Pacing Guide - Elementary									
1st Marking Period				2nd Marking Period			3rd Marking Period		
September	October	November	December	January	February	March	April	May	June
Unit 1	Unit 2			Unit 3		Unit 4		Unit 5	
<u>Substance Abuse</u>	<u>Wellness</u>			<u>Family Life</u>		<u>Safety and Accident Prevention</u>		<u>Violence Prevention</u>	
5 weeks	8 weeks			6 weeks		6 weeks		6 weeks	

Unit 1 – Substance Abuse, 5 weeks

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- P.1.2 Describe similarities and differences between self and others and understand that the body is good and special.
- P.1.3 Identify and describe functions of body parts (e.g. stomach, feet, hands, ears eyes, mouth)
- P.1.5 Describe a healthy and safe environment.

Accessing Health Information and Resources

Students will demonstrate the ability to access valid health information, products and services.

Students will:

- P.2.1 Demonstrate the ability to seek information from trusted adults. (e.g. common health and safety concerns, roles and responsibilities of community helpers)

Communication Skills

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

Students will:

- P.5.3 Practice using words to identify feelings.

Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

Students will:

- P.8.4 Identify ways to encourage others to make positive health choices

Unit Objectives

Students will be able to:

- define medicine.

Essential Questions

- What do I need to stay healthy?
- How and where do I find information, products and resources?
- How can communication enhance my personal health?
- What can I do to promote accurate health information and healthy behaviors?

Skill Objectives

Students will:

- explain the importance of appreciating yourself.
- identify people who are appropriate to help with the safe use of medicine.
- identify trusted adults as resources.
- name feelings.
- demonstrate how body language

	<u>Focus Questions</u> <ul style="list-style-type: none"> • What is a medicine? • Who can give me a medicine? • Is it better to appreciate what you have than worry about what you don't have? • Who are some people you can get help from? • What are feelings and how can we express them? • How can tobacco hurt our bodies? 	expresses feelings. <ul style="list-style-type: none"> • identify how tobacco is harmful to your body. • explain what it means to be a friend and how friends influence them
	<u>Materials Resources</u> <ul style="list-style-type: none"> • Being Me and Drug-Free Workbook 	

Unit 2 – Wellness, 8 weeks

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- P.1.8 Identify and practice ways to prevent disease and other health problems.
- P.1.9 Discuss germs and their connection to illness.

Self-management of Healthy Behaviors

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

Students will:

- P.3.2 Identify personal behaviors that are health-enhancing.
- P.3.3 Identify personal health behaviors that need to be changed.
- P.3.4 Demonstrate good hygiene practices to improve and maintain personal health.

Analyzing Internal and External Influences

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

Students will:

- P.4.2 Recognize how the media and technology can influence their lives.
- P.4.3 Discuss how families and school influence personal health.

Goal-Setting Skills

Students will use goal-setting skills to enhance health.

Students will:

- P.7.1 Define a healthy goal.

Unit Objectives

Students will be able to:

- understand the necessity of not touching each others hair and sharing helmets, combs, brushes and hair apparel.

Essential Questions

- What do I need to know to stay healthy?
- What can I do to avoid or reduce health risks?
- What influences my healthy behaviors and decisions?
- How do I sue the goal-setting process to improve my health?

Skill Objectives

Students will:

- identify the importance of good personal health practices. (hygiene, rest, exercise, dental care, nutrition)
- explain the need to balance rest and activity.
- list different food groups and identify

	<u>Focus Questions</u> <ul style="list-style-type: none"> • Why is it important to practice being healthy? • Why is it important to take time to rest and sleep? • What are the varieties of food necessary to make a balanced diet? • How does food packaging influence us on our food choices? • What is a healthy snack? • What physical activities help to keep us healthy? • What is a germ and how do they make us sick? • What should we do when coughing and sneezing to prevent our germs from spreading? • How do you correctly wash your hands? • What are the health rules about hair and sharing hair products? • What is a tick and how can you be safe around them? 	<p>their location on the My Plate.</p> <ul style="list-style-type: none"> • Develop awareness how food packaging influences their eating decisions. • choose healthy snacks. • identify three types of physical activities that promote health. • explain that germs can make you sick. • demonstrate how to avoid spreading germs when they cough or sneeze. • identify the importance of hand washing. • identify what a tick looks like, list animals that carry ticks, identify safe areas and dress for outdoor play and steps to follow if a tick is found on the body.
<u>Technology Resource</u> http://www.mypyramid.gov/tips_resources/printmaterials.html	<u>Materials Resources</u> <ul style="list-style-type: none"> • Scrubby Bear • Nurse visit about Lyme disease • BLAST- information on Lyme disease 	

Unit 3 – Family Life, 6 weeks

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- P.1.4 Identify how families can influence personal health.

Analyzing Internal and External Influences

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

Students will:

- P.4.1. Discuss their roles in the family and the roles of their parents/guardians.

Communication Skills

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

Students will:

- P.5.2 Describe characteristics of a responsible individual.

Decision-Making Skills

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

Students will:

- P.6.2 Identify adults who can assist in making health-related decisions.

Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

Students will:

- P.8.1 Use language to convey healthy behaviors.
- P.8.2 Use language to express opinions about health topics.
- P.8.3 Name trusted adults at home, in school and in the community.

Unit Objectives

Students will be able to:

- describe what a family is.
- explain that everyone's role in the family is important.

Essential Questions

- What do I need to stay healthy?
- What influences my healthy behavior and decisions?
- How can communication enhance my personal

Skill Objectives

Students will:

- identify people who can help when faced with stressful situations.
- verbalize the basic needs of a family.

<ul style="list-style-type: none"> explain that it is natural for families to change. 	<p>health?</p> <ul style="list-style-type: none"> How do I make good decisions to keep myself healthy? What can I do to promote accurate health information and healthy behaviors? <p><u>Focus Questions</u></p> <ul style="list-style-type: none"> What is a family? What is the role of a family? How can families change? Who are adults we can go to if we need to talk to someone? 	
	<p><u>Materials / Resources</u></p>	

Unit 4 – Safety and Accident Prevention, 6 weeks

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- P.1.5 Describe a healthy and safe environment.
- P.1.6 Identify health and safety problems that can be treated early.
- P.1.7 Identify ways injuries can be prevented.

Accessing Health Information and Resources

Students will demonstrate the ability to access valid health information, products and services.

Students will:

- P.2.2 Demonstrate the ability to seek help from trusted adults (e.g. dial 911, ask for help from firefighters or police officers).
- P.2.3 Identify characteristics of a trusted adult.

Self-management of Healthy Behaviors

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

Students will:

- P.3.5 Understand and follow rules and routines.

Communication Skills

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

Students will:

- P.5.4. Identify healthy ways to express needs, wants and feelings.

Decision-Making Skills

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

Students will:

- P.6.3. Discuss reasons to make and results of making healthy choices

Unit Objectives

Students will be able to:
understand what is an emergency

Essential Questions

- What do I need to know to stay healthy?
- How and where do I find information, products and resources?

Skill Objectives

Students will:

- identify important car safety (seat belts and back seat riding).

	<ul style="list-style-type: none"> • What can I do to avoid or reduce health risks? • How can communication enhance my personal health? • How do I make good decisions to keep myself healthy? <p><u>Focus Questions</u></p> <ul style="list-style-type: none"> • What are the safety rules in the car? • What is an emergency situation and how do I get help? • What are the safety rules around water? • What are the safety rules around animals? • How can a police officer help us? • What is personal space and why is it important practice? • What are the safety rules on touches? 	<ul style="list-style-type: none"> • identify the appropriate ways to get help in an emergency situation. • identify a meeting place outside of their home for use during emergencies. • demonstrate decision –making skills to make safe decisions about water play. • identify precautions to take around animals and steps for approaching a pet safely. • recognize the police as a helper in the community (if service is available). • identify own personal space. • identify safe/unsafe/unwanted touches. • identify Touching Rule and steps to get help if someone breaks that rule.
	<p><u>Materials/Resources</u></p> <ul style="list-style-type: none"> • Second Step to Violence Prevention • Talking about Touching • Fairfield Police Department • Fairfield Fire Department 	

Unit 5 – Violence Prevention, 6 weeks

Standards

Self-management of Healthy Behaviors

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

Students will:

- P.3.6 Identify ways to self-regulate stress (e.g. take a break from playing hard, quiet time).

Communication Skills

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

Students will:

- P.5.1 Practice using words to communicate as a means of enhancing health.
- P.5.5 Demonstrate caring and empathy for others.
- P.5.6 Demonstrate the ability to listen and speak in turn.
- P.5.7 Identify ways to deal with conflict.
- P.5.8 List examples of conflict.
- P.5.9 Engage in developing solutions to resolve conflicts and seek help when necessary.

Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

Students will:

- P.8.5 Participate in small and large group activities, interacting cooperatively with one or more children.
- P.8.6 Discuss positive ways to show care, consideration and concern for others.

Unit Objectives

Students will be able to:

- understand and demonstrate empathetic behavior.
- understand and practice the skill of emotion management.
- understand and practice the skill of problem solving.

Essential Questions

- What can I do to avoid or reduce health risk?
- How can communication enhance my personal health?
- What can I do to promote accurate health information and healthy behaviors?

Focus Questions

- What are feelings?
- How can we express our feelings?
- How can we calm down when we are angry?
- What are the steps of problem solving?

Skill Objectives

Students will:

- identify conflicts and demonstrate conflict resolution techniques.

	<u>Materials/Resources</u> <ul style="list-style-type: none"> • Second Step to Violence Prevention • Responsive Classroom • Mind Up 	
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Health - Pre-Kindergarten

Description

The Health Education Program is a comprehensive sequential program whose goals are to develop skills, attitudes and knowledge necessary to protect, maintain and promote good health. By helping students become health literate, awareness is increased regarding the beneficial effects of good health practices, stresses the concepts of critical thinking and problem solving in the decision making process and enables them to act on behalf of themselves and others. The Pre-Kindergarten program is comprised of 3 units of study.

Course Overview

Course Objectives

Students should:

- recognize the food groups.
- understand that food gives energy and helps us to be strong, good thinkers, and have healthy bones, muscles and teeth.
- identify foods in terms of groups with a focus on fruits and vegetables.
- distinguish between everyday foods vs. once in a while food.
- identify meal components.
- use the 5 senses to explore and describe food.
- identify adults who can assist in making health-related decisions.
- practice steps to prevent communicable disease (tissues, hand washing, toileting)
- brush teeth and gums.
- count teeth.
- identify foods that are good/bad for teeth.
- identify what happens at a doctor visit.
- identify appropriate clothing for weather and temperature.
- identify personal space and property.
- practice independent toileting.
- practice feeding self to foster independence.
- introduce, familiarize and practice: the

Essential Questions

- How do I make good decisions to keep myself healthy?
- What do I need to know to stay healthy?
- What can I do to avoid or reduce health risks?

Assessments

- Nutrition- using real /toy food to identify food groups- sorting.
- Trusted adults- draw a picture of your trusted adult
- Personal hygiene- demonstrate brushing technique on model teeth.
- Match pictures of facial expressions with feelings.

<p>language needed to identify and express feelings and needs through facial expression and body language.</p> <ul style="list-style-type: none"> identify healthy behaviors. 		
<p><u>Content Outline</u></p> <p>I. Unit 1 - Wellness</p> <p>II. Unit 2 - Healthy Habits</p> <p>III. Unit 3 - Self -Help Skills</p>	<p><u>Standards</u></p> <p>State of Connecticut Curriculum Frameworks</p> <p>Connecticut State Health Standards are met in the following areas:</p> <ul style="list-style-type: none"> <i>Core Concepts</i> <p>National Association for the Education of Young Children (NAEYC) Standards</p>	

Pacing Guide - Elementary									
1st Marking Period				2nd Marking Period			3rd Marking Period		
September	October	November	December	January	February	March	April	May	June
Unit 1				Unit 2			Unit 3		
Wellness				Healthy Habits			Self -Help Skills		
8 weeks				8 weeks			8 weeks		

Unit 1- Wellness, 8 weeks

NAEYC Standards

Children are:

- provided varied opportunities and materials to help them learn about nutrition, including identifying sources of food and recognizing, preparing, eating, and valuing healthy foods.

Unit Objectives

Students will be able to:

- recognize the food groups.
- understand that food gives energy and helps us to be strong, good thinkers, and have healthy bones, muscles and teeth.

Essential Questions

- How do I make good decisions to keep myself healthy?

Focus Questions

- What does it mean to be healthy?
- Why do we need to eat healthy food?
- What is a fruit and vegetable?
- What foods should you not eat everyday? Which ones are once in a while foods?
- What are three food groups that make a healthy meal?
- How do different foods look, feel, taste, smell and sound?
- Who can I go to help me make healthy choices?

Skill Objectives

Students will:

- identify foods in terms of groups with a focus on fruits and vegetables.
- distinguish between everyday foods vs. once in a while food.
- identify meal components.
- use the 5 senses to explore and describe food.
- identify adults who can assist in making health-related decisions.

Materials/ Resources

- Newbridge Science Kit and Hands-on Science Exploration
- Children's Literature
- Dramatic play- fake and real food
- Cooking activities
- Art projects
- Math- counting food
- Social studies- food sources- family/community
- Nutrition games and puzzles

Unit 2 – Healthy Habits, 8 weeks

NAEYC Standards

Children are:

- provided varied opportunities and materials that encourage good health practice such as serving and feeding themselves, rest, good nutrition, exercise, hand washing, and tooth brushing.
- provided with opportunities to discuss, ask questions, and express fears about visiting the doctor, clinic, hospital, or dentist; getting shots; and taking medicine.

Healthy and Balanced Living Curriculum Framework

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- list personal health behaviors (e.g. hand washing, teeth brushing, independent toileting, use of tissues, explaining feelings, making healthy food choices, daily physical activity).

Unit Objectives

Students will be able to:

- identify what happens at a doctor visit.

Essential Question

- What do I need to know to stay healthy?

Focus Questions

- What are germs and how do we get them?
- What should I do when I cough or sneeze to not spread germs?
- What are the steps to hand washing?
- How do we use the toilet correctly?
- How do we keep our teeth healthy?
- Why do we need to go to the doctor?

Skill Objectives

Students will:

- practice steps to prevent communicable disease (tissues, hand washing, toileting)
- brush teeth and gums.
- count teeth.
- identify foods that are good/bad for teeth

Materials /Resources

- Dental hygienist visit
- Lakeshore Dental Kit/Doctor Kit
- Children's literature
- Role play with puppets
- Scrubby Bear- American Red Cross
- Dramatic play

Unit 3 – Self -Help Skills, 8 weeks

NAEYC Standards

Children:

- are provided with varied opportunities and materials that increase their awareness of safety rules in their classroom, home, and community.
- have opportunities to practice safety procedures.

Unit Objectives

Students will be able to:

- recognize healthy behaviors.

Essential Questions

- What can I do to avoid or reduce health risks?

Focus Questions

- What clothes do I need to wear when it is cold out vs. hot?
- What is your personal space?
- What things belong to you and why should we not touch other's belongings without permission?
- What makes us feel happy, sad, angry, etc?
- How can you tell how others are feeling?

Skill Objectives

Students will:

- identify appropriate clothing for weather and temperature.
- identify personal space and property.
- practice independent toileting.
- practice feeding self to foster independence.
- introduce, familiarize and practice: the language needed to identify and express feelings and needs through facial expression and body language.

Materials Resources

- Wilbur the Weather Watcher- McGraw Hill
- Children's literature
- Role play
- Second Step to Violence Prevention

ELEMENTARY SCHOOL PHYSICAL EDUCATION

Physical Education is an integral and vital part of the general education program that significantly contributes to the total growth and development of each student, primarily through movement experiences. Elementary school is the foundation for the development of fundamental motor skills. It is imperative that the focus of physical education be on skill acquisition. The fundamental motor skills of the elementary physical education program form the building blocks for game play, physical activity and fitness activities that follow in the middle school and high school. It is unique because it provides a balance of activities that reflect and challenge the diverse needs of students in the psychomotor, cognitive and affective domains.

The physical education program at the elementary school level is designed to provide students with a wide variety of skill developing activities including movement, lifelong, individual and modified team sports, and physical fitness. The focus is to expose students to a variety of activities, to develop fitness, and to encourage physical activity not only during physical education class, but as an integral part of a healthy lifestyle. The program aims to educate students to be healthy and active throughout their lives.

At the elementary school level, students are provided the introductory skills and given opportunities to become proficient in skill themes and movement concepts. Students are also provided the opportunity to enhance emotional, intellectual, and social growth. The sequential nature of the PreK-5 curriculum allows the elementary school to foster a unique transition to the middle grade levels.

Course Overview

<u>Course Goals</u>	<u>Standards</u>	<u>Course Skill Objectives</u>
<ul style="list-style-type: none"> By the end of elementary school, students will be able to demonstrate proficiency in a combination of basic motor skills, fitness and movement concepts. Physical Educators will foster an environment where all students feel comfortable to take risks with new learning and challenging activities. In doing so, we will help the students understand the benefits of lifelong 	<ul style="list-style-type: none"> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. The physically literate individual demonstrates the knowledge and skills to 	<p>Students will:</p> <ul style="list-style-type: none"> Body Management Games Fitness Invasion Game Locomotor Backyard Games Striking Manipulative Skills <p>Students will be able to:</p> <ul style="list-style-type: none"> Demonstrate the motor skills and movement patterns needed to

<p>physical activity regardless of ability level.</p>	<p>achieve and maintain a health-enhancing level of physical activity and fitness.</p> <ul style="list-style-type: none"> • The physically literate individual exhibits responsible personal and social behavior that respects self and others. • The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. 	<p>perform a variety of physical activities.</p> <ul style="list-style-type: none"> • Demonstrate an understanding of movement concepts and strategies as they apply to learning and the performance of physical activities. • Make use of the skills and knowledge learned in physical education as they participate regularly in physical activity. • Incorporate fitness and wellness concepts to achieve and maintain a healthy level of physical fitness. • Exhibit responsible personal and social behavior that respects self and others in activity settings. • Choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.
<p>Course Unit Topics</p> <ol style="list-style-type: none"> 1. Body Management 2. Games 3. Fitness 4. Invasion Games 5. Locomotor 6. Backyard Games 7. Striking 8. Manipulative Skills 		<p>Assessments:</p> <p>Students will complete a summative assessment for each content topic:</p> <ol style="list-style-type: none"> 1. Body Management 2. Games 3. Fitness 4. Invasion Games 5. Locomotor 6. Backyard Games 7. Striking 8. Manipulative Skills

Body Management Grades PreK-5

This unit is designed to introduce students to different forms of manipulation of the body through a variety of apparatus. Balance, strength, flexibility and movement related to balance, agility and control are addressed.

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.

Enduring Understanding:

- Physical and Cognitive skills are necessary to successfully participate in a variety of physical activity/sports.
- Efficient movement improves performance. Physical movement can be creative, enjoyable and individually rewarding.
- Positive decision making about fitness contributes to a healthy lifestyle.
- Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful.
- Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions.

Essential Question:

- What different ways can the body move given a specific purpose?
- How can I move effectively and efficiently?
- What can I do to be physically active, and why is this important?
- How do I interact with others during physical activity?
- How will physical activity help me now and in the future?

Unit Objectives

Body Management:

Students will be able to:

- Demonstrate and understand basic movement relating to balance, agility and control.
- Understand the importance of safety and control while performing given activities.
- Feel comfortable with ability and limitations of one's self.

Dance:

Students will be able to:

- Develop an understanding and appreciation of dance and movement patterns.
- Develop knowledge of a variety of dance and movement patterns.
- Appreciate the value of dance and movement patterns as lifetime learners.
- Demonstrate etiquette in a variety of dance and movement activities.
- Develop an understanding of individual differences as they relate to dance and movement activity.

Hula Hoops:

Students will be able to:

- Manipulate hula hoops around different body parts.
- Appreciate the value of hula hoop activities as lifetime learners.

Skill Objectives:

Gymnastics:

Students will:

- demonstrate increased competency in the following muscular and endurance activities:
 - cargo net
 - vault
 - weight transferring activities
 - ropes
 - traverse wall
 - balance beams
 - parallel bars
- demonstrate increased competency in the following agility activities:
 - hurdles
 - agility ladder
 - partner support and counter balances\
- apply safety skills and concepts with all equipment and classmates

Assessment

The Body Management Common Assessment

<p>Dance:</p> <ul style="list-style-type: none"> ● Create or follow organized and purposeful movements to music while demonstrating an understanding of form, movement, space and timing ● Move effectively and efficiently in rhythm. ● Comprehend and demonstrate knowledge of dance through one of the following: <ul style="list-style-type: none"> ○ Line dances, social dances, partner dances, creative dances, interpretive dances, folk dances and /or trending dances <ul style="list-style-type: none"> ▪ ex: Cha Cha Slide, Cupid Shuffle, Celebratory dances. <p>Hula Hoops:</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Roll the hoops. ● Spin the hoops. ● Jump in and out of the hoop. ● Twirl the hoop around body parts. ● Learn jump roping technique. 	
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Games Grades PreK-5

This unit is designed to teach students a variety of games to enhance participation in the physical education environment. Games will include, but not be limited to tag games, multicultural games, cooperative games and team games.

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.

Enduring Understanding:

- Physical and Cognitive skills are necessary to successfully participate in a variety of physical activity/sports.
- Efficient movement improves performance. Physical movement can be creative, enjoyable and individually rewarding.
- Positive decision making about fitness contributes to a healthy lifestyle.
- Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful.
- Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions.

Essential Question:

- What different ways can the body move given a specific purpose?
- How can I move effectively and efficiently?
- What can I do to be physically active, and why is this important?
- How do I interact with others during physical activity?
- How will physical activity help me now and in the future?

Unit Objectives**Cooperative Games**

Students will be able to:

- Work together to complete tasks.
- Follow directions to complete tasks.
- Develop strategies to complete tasks.

- Emerge into specific roles within a task.
- Appreciate the value of cooperative team games as lifetime learners.

Modified Games/Creative games/Tag games/Multicultural games/Interdisciplinary activities/Small and Large Team Games

Students will be able to:

- Demonstrate increased competency in a variety of skills while participating in various small and large group games.
- Learn coping skills, conflict resolution and sportsmanship skills.
- Understand rules, concepts and differences while participating with their peers.
- Appreciate the value of small and large group games as lifetime learners.
- Understanding and appreciating diversity, differences in abilities levels and the value of learning about new cultures and traditions.

Skill Objectives

Cooperative Games

Students will:

- Apply safety skills and concepts.
- Work cooperatively.
- Communicate effectively using verbal and non-verbal techniques.

Modified Games/Creative games/Tag games/Multi-cultural games/Interdisciplinary activities/Small and Large Team Games

Students will:

- demonstrate increased competency in the following activities:
 - Tag games
 - Multicultural games
 - Small and large team games
 - Interdisciplinary activities
- understand rules and safety concepts of various activities
 - In bounds/Out of bounds
 - Body control
 - Locomotor/non-locomotor
 - Coping and conflict resolution
- Appreciate the value of small and large group games as lifetime learners.

Assessment

- K-5 Games common assessment

Fitness Grades PreK-5

This unit offers an opportunity for the students to participate in a variety of activities which includes the areas of strength, flexibility, and cardiovascular endurance.

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.

Enduring Understanding:

- Physical and Cognitive skills are necessary to successfully participate in a variety of physical activity/sports.
- Efficient movement improves performance. Physical movement can be creative, enjoyable and individually rewarding.
- Positive decision making about fitness contributes to a healthy lifestyle.
- Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful.
- Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions.

Essential Question:

- What different ways can the body move given a specific purpose?
- How can I move effectively and efficiently?
- What can I do to be physically active, and why is this important?
- How do I interact with others during physical activity?
- How will physical activity help me now and in the future?

Unit Objectives**Fitness and Yoga activities**

Students will be able to:

- Demonstrate knowledge of how to improve the core areas of fitness including flexibility, endurance, strength and cardiovascular capabilities.
- Develop an understanding and appreciation of the benefits of fitness exercises and the risks of a sedentary lifestyle.

<ul style="list-style-type: none"> ● Demonstrate safe and proper techniques when exercising to address fitness needs. ● Appreciate the value of physical fitness as lifetime learners. <p>Jump Rope Students will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate increased competency in jumping skills. ● Demonstrate ability to jump for a sustained amount of time. ● Demonstrate a variety of different jumping patterns. ● Appreciate the value of jumping rope as lifetime learners. 	
<p><u>Skill Objectives</u></p> <p>Fitness and Yoga activities Students will:</p> <ul style="list-style-type: none"> ● Participate in a variety of flexibility activities. ● Use a variety of equipment to enhance muscular strength and endurance. ● Use a variety of activities to enhance cardiorespiratory fitness. ● Locate, calculate and monitor heart rate. <p>Jump Rope Students will:</p> <ul style="list-style-type: none"> ● demonstrate increased competency in the following jump rope skills: <ul style="list-style-type: none"> ○ Turning short and long rope ○ Timing ○ Jumping efficiently ○ Different jumping patterns ○ Coordinating with other 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> ● K-5 Fitness Common Assessment

Invasion Activities Grades PreK-5:

This unit is designed to teach students skills and strategies in order to successfully participate in traditional and non-traditional sports, games, and activities where one team crosses over into another team's territory.

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.

Enduring Understanding:

- Physical and Cognitive skills are necessary to successfully participate in a variety of physical activity/sports.
- Efficient movement improves performance. Physical movement can be creative, enjoyable and individually rewarding.
- Positive decision making about fitness contributes to a healthy lifestyle.
- Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful.
- Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions.

Essential Question:

- What different ways can the body move given a specific purpose?
- How can I move effectively and efficiently?
- What can I do to be physically active, and why is this important?
- How do I interact with others during physical activity?
- How will physical activity help me now and in the future?

Unit Objectives

Students will be able to:

- Demonstrate an understanding of the basic rules pertaining to invasion games and activities.
- Demonstrate competency in skills needed to be successful in invasion games and activities.
- Actively participate in modified invasion activities/games.
- Appreciate the value of invasion games and activities as lifetime learners.

Skill Objectives	Assessment
<p>Basketball Students will:</p> <ul style="list-style-type: none"> ● Demonstrate increased competency in the following basketball skills: <ul style="list-style-type: none"> ○ shooting ○ passing (bounce and chest) ○ dribbling ● Develop an understanding of: <ul style="list-style-type: none"> ○ spacing and movement ○ offensive and defensive concepts ○ basic basketball game rules ● Apply safety skills and concepts <p>Floor Hockey Students will:</p> <ul style="list-style-type: none"> ● Demonstrate increased competency in the following floor hockey skills: <ul style="list-style-type: none"> ○ shooting at a goal ○ wrist, snap and slap shots ○ passing ○ dribbling/stick handling ● Develop and understanding of: <ul style="list-style-type: none"> ○ spacing and movement ○ offensive and defensive concepts ○ basic hockey game rules ● Apply safety skills and concepts including how to handle the stick safely and appropriately <p>Football Students will:</p> <ul style="list-style-type: none"> ● Be able to demonstrate increased competency in the following skills: <ul style="list-style-type: none"> ○ throwing using proper cues ○ catching at different ability levels ○ throwing stationary ○ catching stationary ○ throwing while moving 	<ul style="list-style-type: none"> ● K-5 Invasion common assessment

<ul style="list-style-type: none"> ○ catching while moving ○ catching in window ○ apply safety skills <p>Soccer</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Demonstrate increased competency in the following soccer skills: <ul style="list-style-type: none"> ○ dribbling ○ passing ○ trapping ○ shooting at a goal ● Demonstrate an understanding of: <ul style="list-style-type: none"> ○ spacing and movement ○ offensive and defensive concepts ○ basic football game rules <p>Swatball</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Demonstrate increase competency in the following swatball skills: <ul style="list-style-type: none"> - passing - air dribbling - shooting ● Demonstrate an understanding of: <ul style="list-style-type: none"> ○ spacing/movement ○ offensive and defensive concepts ○ rules <p>Team Handball</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Demonstrate increased competency in the following team handball skills: <ul style="list-style-type: none"> ○ throwing ○ catching ○ dribbling 	
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<ul style="list-style-type: none"> ○ passing ○ shooting ● Develop an understanding of: <ul style="list-style-type: none"> ○ spacing/movement ○ rules ○ offensive and defensive concepts ● Apply safety skills and concepts. 	
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Locomotor Activities Grades PreK-5

This unit is designed to develop student's spatial awareness skills. Students will also learn a variety of animal walks and locomotor skills.

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.

Enduring Understanding:

- Physical and Cognitive skills are necessary to successfully participate in a variety of physical activity/sports.
- Efficient movement improves performance. Physical movement can be creative, enjoyable and individually rewarding.
- Positive decision making about fitness contributes to a healthy lifestyle.
- Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful.
- Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions.

Essential Question:

- What different ways can the body move given a specific purpose?
- How can I move effectively and efficiently?
- What can I do to be physically active, and why is this important?
- How do I interact with others during physical activity?
- How will physical activity help me now and in the future?

Unit Objectives

Students will be able to:

- Demonstrate an understanding of basic locomotor and non-locomotor concepts.
- Demonstrate increased competency in locomotor and non-locomotor skills.
- Actively participate in locomotor and non- locomotor activity/games.

Skill Objectives	Assessment
<p>Students will:</p> <ul style="list-style-type: none"> ● Demonstrate increased competency in: <ul style="list-style-type: none"> ○ Non-locomotor skills <ul style="list-style-type: none"> ▪ turning ▪ twisting ▪ rolling ▪ balancing ▪ transferring weight ▪ jumping and landing ▪ stretching ○ Locomotor <ul style="list-style-type: none"> ▪ walk ▪ speed walk ▪ jog ▪ run ▪ sprint ▪ hop ▪ jump ▪ leap ▪ skip ▪ gallop ▪ chasing ▪ fleeing ▪ dodging ○ Directions <ul style="list-style-type: none"> ▪ up/down ▪ high/low ▪ forward/back ▪ left/right ▪ clockwise/counterclockwise ○ Speed <ul style="list-style-type: none"> ▪ pacing ▪ fast 	<ul style="list-style-type: none"> ● K-2 locomotive common assessment

<ul style="list-style-type: none"> ▪ medium ▪ slow ○ Pathways <ul style="list-style-type: none"> ▪ straight ▪ curved ▪ zigzag ▪ asymmetric ○ Location <ul style="list-style-type: none"> ▪ self-space (personal space) ▪ general space ○ Effort <ul style="list-style-type: none"> ▪ force <ul style="list-style-type: none"> ● strong/light ▪ flow <ul style="list-style-type: none"> ● bound/free ▪ time <ul style="list-style-type: none"> ● fast/slow ○ Animal walks <ul style="list-style-type: none"> ▪ slither, hop, bound, run, crawl, fly <ul style="list-style-type: none"> ● speeds, forces and pathways should all align with how each specified animal actually moves through space ● Develop an understanding of: <ul style="list-style-type: none"> ○ Spatial awareness <ul style="list-style-type: none"> ▪ with body: <ul style="list-style-type: none"> ● round/curved, narrow, wide, twisted, symmetrical/asymmetrical ▪ with objects: <ul style="list-style-type: none"> ● over, under, on, off, near, far, in front, behind, along, through, meeting, parting, surrounding ▪ with people: <ul style="list-style-type: none"> ● leading, following, mirroring, unison, contrasting, between groups, between partners, alone in a mass ● Apply safety skills and concepts 	
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Backyard Games Grades PreK-5:

This unit is designed to introduce students to a variety of games that are played at gatherings, parties, beaches and barbecues. Many American's use these activities as a way to come together both socially and physically.

Standards

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

Enduring Understanding:

- Physical and Cognitive skills are necessary to successfully participate in a variety of physical activities/sports.
- Efficient movement improves performance. Physical movement can be creative, enjoyable and individually rewarding.
- Positive decision making about fitness contributes to a healthy lifestyle.
- Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful.
- Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions.

Essential Question:

- What different ways can the body move given a specific purpose?
- How can I move effectively and efficiently?
- What can I do to be physically active, and why is this important?
- How do I interact with others during physical activity?
- How will physical activity help me now and in the future?

Unit Objectives**Parachute**

Students will be able to:

- Demonstrate an understanding of cooperative concepts to successfully participate in a cooperative group activity.

Flying Disc Activities

Students will be able to:

- Demonstrate the proper form of throwing and catching a flying disc.
- Understand how throwing with proper form will increase their ability to throw with accuracy.
- Will feel comfortable with their own abilities while working with classmates in game situations.
- Demonstrate an understanding of rules to play a flying disc activity. These activities will include but not limited to Frisbee golf, ultimate Frisbee and other throwing and catching games.
- Demonstrate an understanding of team play on offense and defense to participate successfully in an ultimate Frisbee game.
- Appreciate the value of flying disc activities as lifetime learners.

Backyard Games

Students will:

- Understand rules of different backyard games
- Demonstrate ability to techniques and strategies necessary to be successful.
- Appreciate the value of backyard games lifetime learners.

Skill Objectives**Parachute**

Students will:

- Demonstrate increased competency in the following skills:
 - Elevator
 - Dome
 - Mushroom
 - Igloo
 - Mountain of Air
 - Carousel/ Merry-Go-Round
 - Hershey Kiss
 - Star
 - Popcorn
 - Race Track

Flying Disc Activities

Students will:

- Demonstrate increased competency in the following flying disc skills:
 - Throwing

Assessment

- K-5 Backyard games common assessment

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|---|--|
| <ul style="list-style-type: none">○ Catching○ Spin jamming● Apply safety skills and concepts. <p>Backyard Games</p> <p>Students will:</p> <ul style="list-style-type: none">● Work cooperatively with a partner or group● Demonstrate sportsmanship while participating in the activity● Be able to use the proper form to participate in backyard games including<ul style="list-style-type: none">○ Underhand tossing○ Flicking of the wrist○ Stepping with opposition | |
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Striking Grades PreK-5:

This unit is designed to help students understand how to strike an object appropriately to become successful and safe in games that involve striking. Students will learn how to strike using different body parts and how to use long handled and/or short handled instruments.

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.

Enduring Understanding:

- Physical and Cognitive skills are necessary to successfully participate in a variety of physical activities/sports.
- Efficient movement improves performance. Physical movement can be creative, enjoyable and individually rewarding.
- Positive decision making about fitness contributes to a healthy lifestyle.
- Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful.
- Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions.

Essential Question:

- What different ways can the body move given a specific purpose?
- How can I move effectively and efficiently?
- What can I do to be physically active, and why is this important?
- How do I interact with others during physical activity?
- How will physical activity help me now and in the future?

Unit Objectives:

Students will be able to:

- Demonstrate an understanding of rules and scoring of a modified striking game.
- Demonstrate an understanding of strategies, movement, and spacing during game play.
- Demonstrate proper technique of striking without an implement and with a short and long handled implement.
- Appreciate the value of striking sport/activities as lifetime learners.

Skill Objectives	Assessment
<p>Without an Implement:</p> <ul style="list-style-type: none"> ● Volleyball <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate bump, set and spike ● Know when to use each strike in a modified game situation <p>Short Handed:</p> <ul style="list-style-type: none"> ● Tennis ● Pickleball ● Badminton <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Grip the handle properly ● Strike with: <ul style="list-style-type: none"> ○ forehand ○ backhand ○ over head ○ under hand ○ smash ○ volley ○ rally <p>Long Handle:</p> <ul style="list-style-type: none"> ● Floor Hockey ● Wiffle Ball ● Pillow Polo <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Grip the handle and shaft appropriately ● List the anatomy of the equipment ● Use proper cues to strike the ball forward and backward ● Control the ball while moving ● Stop and receive a ball using proper cues <p>For both short and long handles students will be able to:</p> <ul style="list-style-type: none"> ● Apply safety skills and concepts ● Work cooperatively ● Communicate effectively 	<ul style="list-style-type: none"> ● K-5 common striking assessment

Manipulative Skills Grades PreK-5:

This unit is designed to introduce students to proper throwing, rolling, sliding, bowling, juggling and catching techniques that will be used during activities and games that help increase the ability to perform these skills.

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.

Enduring Understanding:

- Physical and Cognitive skills are necessary to successfully participate in a variety of physical activity/sports.
- Efficient movement improves performance. Physical movement can be creative, enjoyable and individually rewarding.
- Positive decision making about fitness contributes to a healthy lifestyle.
- Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful.
- Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions.

Essential Question:

- What different ways can the body move given a specific purpose?
- How can I move effectively and efficiently?
- What can I do to be physically active, and why is this important?
- How do I interact with others during physical activity?
- How will physical activity help me now and in the future?

Unit Objectives

Students will be able to:

- Demonstrate proper throwing, rolling, sliding, bowling, juggling and catching techniques.
- Actively participate in activities and games that help increase the ability to perform these skills.
- Understand when to use appropriate form in regards to various manipulative activities.

Skill Objectives	Assessment
<p>Rolling, Sliding and Bowling: Students will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate increased competency in the following throwing skills: <ul style="list-style-type: none"> ○ Foot/step opposition ○ Arm positioning ○ Truck rotation ○ Follow through ○ Release point <p>Throwing and catching: Students will:</p> <ul style="list-style-type: none"> ● Demonstrate increased competency in the following throwing skills: <ul style="list-style-type: none"> ○ Foot/step opposition ○ Arm positioning ○ Truck rotation ○ Follow through ○ Trajectory/aim ● Demonstrate increased competency in the following catching skills: <ul style="list-style-type: none"> ○ Hand positioning ○ Tracking ● Apply safety skills and concepts <p>Juggling: Students will:</p> <ul style="list-style-type: none"> ● Track object in flight and make contact with various parts of their body ● Apply catching technique and strategies using one and two hands at a time. 	<ul style="list-style-type: none"> ● K-5 common manipulative assessment

MIDDLE SCHOOL PHYSICAL EDUCATION

Physical Education is an integral and vital part of the general education program that significantly contributes to the total growth and development of each student, primarily through movement experiences. It is unique because it provides a balance of activities that reflect and challenge the diverse needs of students in the psychomotor, cognitive and affective domains.

The physical education program at the middle school level is designed to provide students with a wide variety of activities including lifetime/leisure, individual and team sports, physical fitness and Project Adventure. The main focus is to develop fitness and to encourage physical activity not only during physical education class, but as an integral part of a healthy lifestyle. The program aims to educate students to be healthy and active throughout their lives.

At the middle school level, through an exposure approach, students are provided the opportunity to enhance their physical, emotional, intellectual and social growth. The sequential nature of the K-12 curriculum allows the middle school to foster a unique transition between elementary and high school physical education.

<u>Course Goals</u>	<u>Standards</u>	<u>Course Skill Objectives</u>
<p>Students will have the ability or be able to:</p> <ul style="list-style-type: none"> • Demonstrate the skills and knowledge necessary to participate in a variety of physical activities. • Make decisions to establish and maintain a healthy lifestyle to promote individual wellness throughout his or her entire life. • Recognize and understand the different effects of physical activity on one's mind and body. • Develop interpersonal skills and exhibit positive character traits during physical activity. 	<ul style="list-style-type: none"> • The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. • The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. • The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. • The physically literate individual exhibits responsible personal and social behavior that respects self and others. • The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. 	<p>Individual sports & activities Students will: demonstrate proper form and technique to increase accuracy and consistency</p> <p>Net Sports Students will: Be able to contact an object with sufficient accuracy and power and good position and strategy</p> <p>Team Sports/Activities Students will: using strategies and tactics that incorporate offense and defense including spatial movement, passing, and catching</p> <p>Physical Fitness/Related Activities Students will: understand concepts and demonstrate skills to develop and improve individual fitness</p> <p>Group Activities Students will: demonstrate a variety of motor skills, concepts, principles, strategies and tactics</p> <p>Project Adventure/Cooperative Games Students will: demonstrate basic understanding of rules, safety and terminology for appropriate successful participation</p>

Individual Sports and Activities Grades 6-8

Archery: This is an introductory archery course. Emphasis is given to the safety skills necessary for target shooting, knowledge of archery terminology, and to acquaint students with a lifetime activity. An opportunity to experience an archery competition will be the culmination of this unit.

Standards

- Motor Skill Performance
- Applying Concepts and Strategies
- Responsible Behavior
- Benefits of Physical Activity

Enduring Understanding

- Physical and Cognitive skills are necessary to successfully participate in a variety of physical activity/sports.
- Efficient movement improves performance. Physical movement can be creative, enjoyable and individually rewarding.
- Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful.
- Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions.

Essential Question

- What different ways can the body move given a specific purpose?
- How can I move effectively and efficiently?
- How do I interact with others during physical activity?
- How will physical activity help me now and in the future?

Unit Objectives

Students will be able to:

- demonstrate an understanding of appropriate safety rules
- demonstrate an understanding of scoring
- demonstrate an understanding of the skills in shooting an arrow

Skill Objectives

Students will:

- demonstrate competency in the following archery skills:

Proper stance

Gripping the bow

Knocking the arrow

Drawing an arrow to an anchor point

Aiming at intended target

Releasing arrow

Follow through

- demonstrate an ability to keep an individual and team score
- demonstrate safety practice as related to shooting and retrieving arrows.

Assessment

- skills assessment
- scoring rubric

- apply safety skills and concepts

Frisbee Golf - This is an introductory unit which includes instruction in rules, basic terms, etiquette and Frisbee golf skill basics such as grip, stance, throwing technique, and follow through.

Standards

- Motor Skill Standard Performance
- Applying Concepts and Strategies
- Responsible Behavior
- Benefits of Physical Activity

Enduring Understanding

- Physical and Cognitive skills are necessary to successfully participate in a variety of physical activity/sports.
- Efficient movement improves performance. Physical movement can be creative, enjoyable and individually rewarding.
- Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful.
- Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions.

Essential Question

- What different ways can the body move given a specific purpose?
- How can I move effectively and efficiently?
- How do I interact with others during physical activity?
- How will physical activity help me now and in the future?

Unit Objectives

Students will be able to:

- demonstrate a basic understanding of the rules, safety, terminology and etiquette for appropriate participation in Frisbee golf
- demonstrate competency in basic Frisbee golf skills

<p><u>Skill Objectives</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • demonstrate an understanding of the following basic skills: • grip • stance • throwing 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> • skill assessment
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Project Adventure/Cooperative Games Grades 6-8

This unit will provide students with an opportunity to participate in Project Adventure games, initiatives and climbing activities. Students will participate under the guidelines of the Project Adventure “Full Value Concepts”.

Cooperative Games This unit will allow students to participate in a variety of cooperative games. Students will use physical activity as a positive opportunity for social and group interaction. Students will demonstrate critical thinking, communication skills and good sportsmanship while participating in cooperative games.

Standards

- Motor Skill Standard Performance
- Applying Concepts and Strategies
- Responsible Behavior
- Benefits of Physical Activity

Enduring Understanding

- Physical and Cognitive skills are necessary to successfully participate in a variety of physical activity/sports.
- Efficient movement improves performance. Physical movement can be creative, enjoyable and individually rewarding.
- Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful.
- Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions.

Essential Question

- What different ways can the body move given a specific purpose?
- How can I move effectively and efficiently?
- How do I interact with others during physical activity?
- How will physical activity help me now and in the future?

Unit Objectives

- Students will be able to:
- demonstrate an understanding of cooperative concepts to successfully participate in a cooperative group activity

<p><u>Skill Objectives</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • demonstrate competency in the following cooperative skills: <ul style="list-style-type: none"> • Communication • Sportsmanship • Respect • Strategizing 	<p><u>Assessment</u></p> <p>Teacher observation</p>
<p>Climbing Elements Low and High: This is an introductory unit focusing on individual and group physical challenges, concepts and strategies involving both low and high climbing elements. Students will use team work skills and individual commitment as a positive opportunity for social and group interaction.</p>	
<p><u>Standards</u></p> <ul style="list-style-type: none"> • Motor Skill Standard Performance • Applying Concepts and Strategies • Responsible Behavior • Benefits of Physical Activity 	
<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • Physical and Cognitive skills are necessary to successfully participate in a variety of physical activity/sports. • Efficient movement improves performance. Physical movement can be creative, enjoyable and individually rewarding. • Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful. • Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions. <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • What different ways can the body move given a specific purpose? • How can I move effectively and efficiently? • How do I interact with others during physical activity? • How will physical activity help me now and in the future? 	
<p><u>Unit Objectives</u></p> <ul style="list-style-type: none"> • Students will be able to: • demonstrate a basic understanding of rules, safety, and terminology for appropriate successful participation in the project adventure climbing curriculum 	

<p><u>Skill Objectives</u></p> <ul style="list-style-type: none"> • participate in climbing activities by demonstrating increased competency in the following Project Adventure concepts/skills: <ul style="list-style-type: none"> • Trust • Communication • Respect • Leadership • Planning • Critical thinking • Persistence • Physical support techniques • Securing a universal harness • Use of carabiners • Australian belay • Climbing commands • Safety 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> • Cognitive assessment • skills assessment (harness)
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<p>Net Sports Grades 6-8</p>
<p>Badminton This is an introductory badminton course. Emphasis is given to the skills necessary to participate in a badminton activity.</p>
<p><u>Standards</u></p> <ul style="list-style-type: none"> • Motor Skill Standard Performance • Applying Concepts and Strategies • Responsible Behavior • Benefits of Physical Activity
<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • Physical and Cognitive skills are necessary to successfully participate in a variety of physical activity/sports. • Efficient movement improves performance. Physical movement can be creative, enjoyable and individually rewarding. • Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions.

Essential Question

- What different ways can the body move given a specific purpose?
- How can I move effectively and efficiently?
- How will physical activity help me now and in the future?
- How do I interact with others during physical activity?

Unit Objectives

Students will be able to:

- demonstrate and understanding of the basic rules and scoring in badminton
- demonstrate increased competency in badminton skills to participate in a game/activity

Skill Objectives

Students will:

- demonstrate competency in the following pickleball skills
 - -Serving
 - -Forehand and Backhand
- demonstrate an understanding of game play rules and scoring
- apply safety skills and concepts

Assessment

- skill assessment
- cognitive assessment

Pickleball This is an introductory pickleball course. Emphasis is given to the skills necessary to participate in a pickleball game.

Standards

- Motor Skill Standard Performance
- Applying Concepts and Strategies
- Responsible Behavior
- Benefits of Physical Activity

Enduring Understanding

- Physical and Cognitive skills are necessary to successfully participate in a variety of physical activity/sports.
- Efficient movement improves performance. Physical movement can be creative, enjoyable and individually rewarding.
- Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful.
- Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions.

Essential Question

- What different ways can the body move given a specific purpose?

- How can I move effectively and efficiently?
- How do I interact with others during physical activities?
- How will physical activity help me now and in the future?

Unit Objectives

Students will be able to:

- demonstrate an understanding of rules and scoring in pickleball
- demonstrate competency in pickleball skills to participate in a pickleball match

Skill Objectives

Students will:

- demonstrate competency in the following pickleball skills
 - -Serving
 - -Forehand and Backhand
 - -Volley
- demonstrate an understanding of game play rules and scoring
- apply safety skills and concepts

Assessment

- Skill Assessment

Tennis

Standards

- Motor Skill Standard Performance
- Applying Concepts and Strategies
- Responsible Behavior
- Benefits of Physical Activity

Enduring Understanding

- Physical and Cognitive skills are necessary to successfully participate in a variety of physical activity/sports.
- Efficient movement improves performance. Physical movement can be creative, enjoyable and individually rewarding.
- Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful.
- Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions.

Essential Question

- What different ways can the body move given a specific purpose?
- How can I move effectively and efficiently?
- How will physical activity help me now and in the future?
- How do I interact with others during physical activity?

Unit Objectives

Students will be able to:

- Demonstrate an understanding of the rules and scoring of tennis.
- demonstrate competency in tennis skills to participate in a tennis activity/game

Skill Objectives

Students will:

- demonstrate competency in the following pickleball skills
 - -Serving
 - -Forehand and Backhand
- demonstrate an understanding of game play rules and scoring
- apply safety skills and concepts

Assessment

- Skill Assessment

Volleyball

Standards

- Motor Skill Standard Performance
- Applying Concepts and Strategies
- Responsible Behavior
- Benefits of Physical Activity

Enduring Understanding

- Physical and Cognitive skills are necessary to successfully participate in a variety of physical activity/sports.
- Efficient movement improves performance. Physical movement can be creative, enjoyable and individually rewarding.
- Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful.
- Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions.

Essential Question

- What different ways can the body move given a specific purpose?
- How can I move effectively and efficiently?
- How do I interact with others during physical activity?
- How will physical activity help me now and in the future?

Unit Objectives

Students will be able to:

- demonstrate an understanding of rules and scoring of a volleyball game
- demonstrate an understanding of strategies, movement, and spacing during game play.
- demonstrate proper technique of volleyball skills.

Skill Objectives

Students will:

- demonstrate increased competency in the following volleyball skills:
 - serving (underhand and/or overhand)
 - underhand pass (bump)
 - overhead pass (set)
- apply safety skills
- demonstrate an understanding of:
 - rotation
 - rules and scoring

Assessment

- skills assessment

Team Sports and Activities Grades 6-8**Basketball****Standards**

- Motor Skill Standard Performance
- Applying Concepts and Strategies
- Responsible Behavior
- Benefits of Physical Activity

Enduring Understanding

- Physical and Cognitive skills are necessary to successfully participate in a variety of physical activity/sports.
- Efficient movement improves performance. Physical movement can be creative, enjoyable and individually rewarding.
- Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful.
- Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions.

Essential Question

- What different ways can the body move given a specific purpose?
- How can I move effectively and efficiently?
- Behaving well is as important as playing well.
- How will physical activity help me now and in the future?

Unit Objectives**Students will be able to:**

- demonstrate an understanding of the basic rules necessary to play a basketball game
- demonstrate competency in basketball skills
- actively participate in a basketball activity/game

Skill Objectives**Students will:**

- demonstrate increased competency in the following basketball skills:
 - shooting
 - passing
 - dribbling
- develop an understanding of:
 - spacing/movement
 - offensive/defensive concepts
- understand rules and game concepts.
- apply safety skills.

Assessment:

- Skill Assessment

Team Sports and Activities Grades 6-8**Flag Football Activities****Standards**

- Motor Skill Standard Performance
- Applying Concepts and Strategies
- Responsible Behavior

- Benefits of Physical Activity

Enduring Understanding

- Physical and Cognitive skills are necessary to successfully participate in a variety of physical activity/sports.
- Efficient movement improves performance. Physical movement can be creative, enjoyable and individually rewarding.
- Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful.
- Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions.

Essential Question

- What different ways can the body move given a specific purpose?
- How can I move effectively and efficiently?
- How do I interact with others during physical activity?
- How will physical activity help me now and in the future?

Unit Objectives

- Students will be able to :
- demonstrate an understanding of the rules to be able to play a flag football activity/game
- demonstrate competency in flag football skills to participate successfully in the football activity/game

Skill Objectives

Students will:

- demonstrate competency in the following skills:
 - throwing
 - catching
 - pass patterns
- develop an understanding of:
 - passing patterns
 - basic defense
 - kicking and punting
 - safety skills and concepts

Assessment

- Skills Assessment

Team Sports and Activities Grades 6-8

Floor Hockey

Standards

- Motor Skill Standard Performance
- Responsible Behavior
- Applying Concepts and Strategies

<ul style="list-style-type: none"> • Benefits of Physical Activity 	
<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • Physical and Cognitive skills are necessary to successfully participate in a variety of physical activity/sports. • Efficient movement improves performance. Physical movement can be creative, enjoyable and individually rewarding. • Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful. • Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions. <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • What different ways can the body move given a specific purpose? • How can I move effectively and efficiently? • How do I interact with others during physical activity? • How will physical activity help me now and in the future? 	
<p><u>Unit Objectives</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • demonstrate an understanding of the rules and safety concepts necessary to play a floor hockey activity/game • demonstrate an understanding of team play on offense and defense to participate successfully in a floor hockey activity/game • demonstrate competency in floor hockey skills 	
<p><u>Skill Objectives</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • demonstrate competency in the following floor hockey skills: <ul style="list-style-type: none"> • passing • receiving • face-offs • goaltending • stick handling • shooting • apply safety skills and concepts 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> • skill assessment
<p>Team Sports and Activities Grades 6-8</p> <p>Soccer</p>	

<u>Standards</u> <ul style="list-style-type: none"> • Motor Skill Standard Performance • Applying Concepts and Strategies • Responsible Behavior • Benefits of Physical Activity 	
<u>Enduring Understanding</u> <ul style="list-style-type: none"> • Physical and Cognitive skills are necessary to successfully participate in a variety of physical activity/sports. • Efficient movement improves performance. Physical movement can be creative, enjoyable and individually rewarding. • Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful. • Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions. 	
<u>Essential Question</u> <ul style="list-style-type: none"> • What different ways can the body move given a specific purpose? • How can I move effectively and efficiently? • How do I interact with others during physical activity? • How will physical activity help me now and in the future? 	
<u>Unit Objectives</u> Students will be able to: <ul style="list-style-type: none"> • demonstrate an understanding of the basic rules necessary to participate in a soccer activity/game • demonstrate competency in soccer skills • actively participate in a soccer activity/game 	
<u>Skill Objectives</u> Students will: <ul style="list-style-type: none"> • demonstrate competency in the following soccer skills <ul style="list-style-type: none"> -dribbling -passing -trapping -shooting • demonstrate an understanding of <ul style="list-style-type: none"> -positions -spacing/movement -offensive/defensive concepts -rules • apply safety skills and concepts 	<u>Assessment</u> <ul style="list-style-type: none"> • Skill Assessment

Team Sports and Activities Grades 6-8

Team Handball

Standards

- Motor Skill Standard Performance
- Applying Concepts and Strategies
- Responsible Behavior
- Benefits of Physical Activity

Enduring Understanding

- Physical and Cognitive skills are necessary to successfully participate in a variety of physical activity/sports.
- Efficient movement improves performance. Physical movement can be creative, enjoyable and individually rewarding.
- Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful.
- Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions.

Essential Question

- What different ways can the body move given a specific purpose?
- How can I move effectively and efficiently?
- How do I interact with others during physical activity?
- How will physical activity help me now and in the future?

Unit Objectives

Students will be able to:

- demonstrate an understanding of the basic rules necessary to participate in a game of team handball
- demonstrate competency in team handball skills
- actively participate successfully in a team handball game

Skill Objectives

Students will:

- demonstrate competency in the following team handball skills:
 - throwing
 - catching
 - dribbling
 - passing
 - shooting
- develop an understanding of:
 - spacing/movement
 - offensive and defensive concepts
 - rules
- apply safety skills.

Assessment

- skill assessment

Team Sports and Activities Grades 6-8 Ultimate Games	
<u>Standards</u> <ul style="list-style-type: none"> • Motor Skill Standard Performance • Applying Concepts and Strategies • Responsible Behavior • Benefits of Physical Activity 	
<u>Enduring Understanding</u> <ul style="list-style-type: none"> • Physical and Cognitive skills are necessary to successfully participate in a variety of physical activity/sports. • Efficient movement improves performance. Physical movement can be creative, enjoyable and individually rewarding. • Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful. • Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions. 	
<u>Essential Question</u> <ul style="list-style-type: none"> • What different ways can the body move given a specific purpose? • How can I move effectively and efficiently? • How do I interact with others during physical activity? • How will physical activity help me now and in the future? 	
<u>Unit Objectives</u> Students will be able to: <ul style="list-style-type: none"> • demonstrate and understanding of the basic rules necessary to participate in an ultimate game/activity • demonstrate competency in throwing/catching skills • actively participate successfully in an ultimate game/activity 	
<u>Skill Objectives</u> Students will: <ul style="list-style-type: none"> • demonstrate competency in throwing/catching skills • demonstrate an understanding of: <ul style="list-style-type: none"> -spacing/movement -offensive and defensive concepts -rules • apply safety skills and concepts 	<u>Assessment</u> <ul style="list-style-type: none"> • Skill Assessment

Physical Fitness and Related Activities Grades 6-8

Physical Fitness:

Standards

- Motor Skill Standard Performance
- Applying Concepts and Strategies
- Physical Activity and Fitness
- Responsible Behavior
- Benefits of Physical Activity

Enduring Understanding

- Physical and Cognitive skills are necessary to successfully participate in a variety of physical activity/sports.
- Efficient movement improves performance. Physical movement can be creative, enjoyable and individually rewarding.
- Positive decision making about fitness contributes to a healthy lifestyle.
- Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful.
- Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions.

Essential Question

- Repetition of proper technique leads to improvement.
- How can I move effectively and efficiently?
- What can I do to be physically active, and why is this important?
- How do I interact with others during physical activity?
- How will physical activity help me now and in the future?

Unit Objectives

Students will be able to:

- participate in cardiorespiratory endurance activities necessary to improve cardiorespiratory endurance.
- acquire an understanding of a variety of aerobic activities and concepts.
- develop an understanding and appreciation of the benefits of cardiorespiratory exercise and the risks of a sedentary lifestyle.
- participate in flexibility activities necessary to improve flexibility.
- acquire an understanding of the principles and concepts of flexibility.
- develop an understanding and appreciation of the benefits of muscular strength and endurance.
- develop an understanding of the relationship between exercise and muscle group.
- participate in muscular strength endurance activities necessary to improve muscular strength and endurance.
- acquire an understanding of the principles and concepts of weight training.

<p><u>Skill Objectives</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • participate in a variety of cardiovascular activities such as Pilates and step aerobics. • calculate resting, target and recovery heart rate. • use cardio respiratory equipment such as the recumbent bike, elliptical trainer, Stairmasters, airdyne bikes and rowers and jump ropes. • use the weight training equipment such as cybex equipment, Hoist machines, free weights, medicine ball, thera bands, physio balls and balance boards. • apply safety skills and concepts. 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> • skill assessment • cognitive assessment
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<p>Group Activities Grades 6-8</p> <p>Development of communication, cooperation, and teamwork skills</p>

Group Activities - This is an introductory unit focusing on group activities, concepts and strategies. Students will use physical activity as a positive opportunity for social and group interaction. Students will engage in moderate to vigorous physical activities.

Standards

- Motor Skill Standard Performance
- Applying Concepts and Strategies
- Responsible Behavior
- Benefits of Physical Activity

Enduring Understanding

- Physical and Cognitive skills are necessary to successfully participate in a variety of physical activity/sports.
- Efficient movement improves performance. Physical movement can be creative, enjoyable and individually rewarding.
- Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful.
- Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions.

Essential Question

- What different ways can the body move given a specific purpose?
- How can I move effectively and efficiently?
- How do I interact with others during physical activity?
- How will physical activity help me now and in the future?

Unit Objectives

Students will be able to:

- demonstrate and understanding of the basic rules necessary to participate in a game/activity
- demonstrate competency in problem solving skills
- actively participate successfully in an game/activity

Skill Objectives

Students will:

- demonstrate competency in the basic rules/skills of the game
- demonstrate an understanding of:
 - spacing/movement
 - offensive and defensive concepts
 - rules
- apply safety skills and concepts

Assessment

- Skills assessment

HIGH SCHOOL PHYSICAL EDUCATION AND WELLNESS

The design of the high school physical education program is to educate students toward a physically active lifestyle by helping them to understand the physiological benefits of exercise not only in physical education class but as an integral part of a healthy lifestyle. During the high school years of physical education, students acquire and hone the specialized physical skills and knowledge they may use for their lifetime. The outcomes that follow are intended to support students by preparing them for a physically active lifestyle and culminating in a physically literate individual.

Course Overview

<u>Course Goals</u>	<u>Standards</u>	<u>Course Skill Objectives</u>
<p>Students will have the ability or be able to:</p> <ul style="list-style-type: none"> ● plan and implement a personal fitness program. ● demonstrate competency in lifetime and leisure activities. ● actively participate in physical activities that engage them for a lifetime. ● participate in physical activities that encourage social interaction and result in self-expression and personal enjoyment. ● model responsible behavior while engaged in physical activity. 	<ul style="list-style-type: none"> ● Standard 1- Motor Skill Performance. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. ● Standard 2- Applying Concepts and Strategies. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. ● Standard 3- Physical Activity and Fitness. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. ● Standard 4- Responsible Behavior. The physically literate individual exhibits responsible personal and social behavior that respects self and others. ● Standard 5- Benefits of Physical Activity. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. 	<p>Students will:</p> <ul style="list-style-type: none"> ● Fitness- Students will demonstrate an understanding of fitness related concepts and strategies to maintain a healthy lifestyle. ● Net Games- Students will demonstrate competency in the skills and rules/strategies necessary for gameplay. ● Team Sports- Students will demonstrate competency in the skills and rules/strategies necessary for gameplay in a cooperative group setting.

<ul style="list-style-type: none"> ● demonstrate an appreciation of the importance of a physically active lifestyle. 		<ul style="list-style-type: none"> ● Wellness- Students will demonstrate an understanding of Wellness related concepts and strategies to maintain a healthy lifestyle. ● Introduction to Team Sports, Coaching and Officiating- Students will demonstrate an understanding of team play and how to lead and/or officiate games.
<p><u>Course Topics</u></p> <ol style="list-style-type: none"> 1. Fitness 2. Net Games 3. Team Sports 4. Wellness 5. Coaching 		<p><u>Assessments:</u></p> <p>A summative assessment is provided for each of the following content areas:</p> <ol style="list-style-type: none"> 1. Fitness 2. Net Games 3. Team Sports 4. Wellness 5. Coaching

Personal Fitness Grades 9 and 10

Scope – Cardio, Muscular Strength and Endurance, Flexibility, CPFA

Standards

- Standard 1: Motor Skill Performance
- Standard 2: Applying Concepts and Strategies
- Standard 3: Physical Activity and Fitness
- Standard 4: Responsible Behavior
- Standard 5: Benefits of Physical Activity

Enduring Understanding

- Motor Skill Performance- Repetition of proper technique leads to improvement.
- Applying Concepts and Strategies- Cognitive ability can direct one's motor skill acquisition and performance.
- Physical Activity and Fitness- Physically fit people engage in physical activity on a regular basis.
- Responsible Behavior- Appropriate on-task behavior will enhance learning.
- Benefits of Physical Activity- Acknowledging the value of physical activity promotes lifelong wellness.

Essential Question

- Motor Skill Performance- What different ways can the body move given a specific purpose?
- Applying Concepts and Strategies- How can I move effectively and efficiently?
- Physical Activity and Fitness- What can I do to be physically active, and why is this important?
- Responsible Behavior- How do I interact with others during physical activity?
- Benefits of Physical Activity- How will physical activity help me now and in the future?

Unit Objectives

Students will be able to:

- participate in cardiorespiratory endurance activities necessary to improve cardiorespiratory endurance.
- demonstrate knowledge of the factors involved in planning, evaluating and executing a fitness program.

- create a goal plan targeting an area of need and reflect on personal progress.
- understand the key components of a workout plan and log, monitor and evaluate their progress.
- use content specific tools and software.
- acquire an understanding of a variety of aerobic activities and concepts.
- develop an understanding and appreciation of the benefits of cardiorespiratory exercise and the risks of a sedentary lifestyle.
- participate in flexibility activities necessary to improve flexibility.
- acquire an understanding of the principles and concepts of flexibility.
- develop an understanding and appreciation of the benefits of muscular strength and endurance.
- acquire an understanding of the relationship between exercise and muscle group.
- participate in muscular strength endurance activities necessary to improve muscular strength and endurance.
- acquire an understanding of the principles and concepts of weight training.

Skill Objectives

Students will:

- calculate resting, target and recovery heart rate, use of cardio respiratory equipment such as stationary bikes, elliptical trainers, and other cardiovascular equipment.
- demonstrate an understanding of the location and function of the major muscles of the body and how to properly stretch them.
- apply safety skills and concepts.
- use the weight training equipment such as Cybex equipment, free weights, medicine balls and other equipment.

Assessment

1. Fitness

Racquet Sports Grades 9-12

Badminton

Standards

- Standard 1: Motor Skill Performance
- Standard 2: Applying Concepts and Strategies
- Standard 4: Responsible Behavior
- Standard 5: Benefits of Physical Activity

Enduring Understanding

- Motor Skill Performance- Repetition of proper technique leads to improvement.
- Applying Concepts and Strategies- Cognitive ability can direct one's motor skill acquisition and performance.
- Responsible Behavior- Appropriate on-task behavior will enhance learning.
- Benefits of Physical Activity- Acknowledging the value of physical activity promotes lifelong wellness.

Essential Question

- Motor Skill Performance- What different ways can the body move given a specific purpose?
- Applying Concepts and Strategies- How can I move effectively and efficiently?
- Responsible Behavior- How do I interact with others during physical activity?
- Benefits of Physical Activity- How will physical activity help me now and in the future?

Unit Objectives

Students will be able to:

- demonstrate an understanding of the rules, scoring and etiquette for a singles and doubles badminton game.
- demonstrate an understanding of the strategies for effective singles and doubles play.
- demonstrate competency in badminton skills.
- to participate successfully in a badminton game.

<p><u>Skill Objectives</u></p> <p>Students will:</p> <ul style="list-style-type: none"> ● demonstrate competency in the following badminton skills: <ul style="list-style-type: none"> ○ serving ○ clear (underhand and overhand) ○ drop shot ● demonstrate an understanding of: <ul style="list-style-type: none"> ○ drive (forehand and backhand) ○ smash ● demonstrate an understanding of appropriate scoring, rules and serving rotation as necessary for game play. ● apply safety skills and concepts. 	<p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Racquet Sports Skills Assessment
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Racquet Sports Grades 9-12

Pickleball

Standards

- Standard 1: Motor Skill Performance
- Standard 2: Applying Concepts and Strategies
- Standard 4: Responsible Behavior
- Standard 5: Benefits of Physical Activity

Enduring Understanding

- Motor Skill Performance- Repetition of proper technique leads to improvement.
- Applying Concepts and Strategies- Cognitive ability can direct one's motor skill acquisition and performance.
- Responsible Behavior- Appropriate on-task behavior will enhance learning.
- Benefits of Physical Activity- Acknowledging the value of physical activity promotes lifelong wellness.

Essential Question

- Motor Skill Performance- What different ways can the body move given a specific purpose?
- Applying Concepts and Strategies- How can I move effectively and efficiently?
- Responsible Behavior- How do I interact with others during physical activity?
- Benefits of Physical Activity- How will physical activity help me now and in the future?

Unit Objectives

Students will be able to:

- demonstrate an understanding of the rules, scoring and etiquette for a singles and doubles pickleball game.
- demonstrate an understanding of the strategies for effective singles and doubles play.
- demonstrate competency in pickleball skills to participate successfully in a pickleball game.

<p><u>Skill Objectives</u></p> <p>Students will:</p> <ul style="list-style-type: none"> ● demonstrate competency in the following pickleball skills: <ul style="list-style-type: none"> ○ serving ○ drive shot (forehand and backhand) ● demonstrate an understanding of: <ul style="list-style-type: none"> ○ drop shot (dink) ○ smash ○ lob ○ volley ● demonstrate appropriate scoring, rules and serving rotation as necessary for game play. ● apply safety skills and concepts. 	<p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Racquet sports
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Racquet Sports Grades 9-12

Tennis

Standards

- Standard 1: Motor Skill Performance
- Standard 2: Applying Concepts and Strategies
- Standard 4: Responsible Behavior
- Standard 5: Benefits of Physical Activity

Enduring Understanding

- Motor Skill Performance- Repetition of proper technique leads to improvement.
- Applying Concepts and Strategies- Cognitive ability can direct one's motor skill acquisition and performance.
- Responsible Behavior- Appropriate on-task behavior will enhance learning.
- Benefits of Physical Activity- Acknowledging the value of physical activity promotes lifelong wellness.

Essential Question

- Motor Skill Performance- What different ways can the body move given a specific purpose?
- Applying Concepts and Strategies- How can I move effectively and efficiently?
- Responsible Behavior- How do I interact with others during physical activity?
- Benefits of Physical Activity- How will physical activity help me now and in the future?

Unit Objectives

Students will be able to:

- demonstrate an understanding of the rules, scoring and etiquette for a singles and doubles tennis match.
- demonstrate an understanding of the strategies for effective singles and doubles play.
- demonstrate competency in tennis skills to participate successfully in a tennis match.

<p><u>Skill Objectives</u></p> <p>Students will:</p> <ul style="list-style-type: none"> ● demonstrate a competency in forehand, backhand and serving. ● demonstrate a competency in serve rotation, singles and doubles play, and rules/scoring. ● demonstrate an understanding of volleying, the lob and the drop shot. 	<p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Racquet Sports
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Team Sports Grades 9-12
Basketball

Standards

- Standard 1: Motor Skill Performance
- Standard 2: Applying Concepts and Strategies
- Standard 4: Responsible Behavior
- Standard 5: Benefits of Physical Activity

Enduring Understanding

- Motor Skill Performance- Repetition of proper technique leads to improvement.
- Applying Concepts and Strategies- Cognitive ability can direct one's motor skill acquisition and performance.
- Responsible Behavior- Appropriate on-task behavior will enhance learning.
- Benefits of Physical Activity- Acknowledging the value of physical activity promotes lifelong wellness.

Essential Question

- Motor Skill Performance- What different ways can the body move given a specific purpose?
- Applying Concepts and Strategies- How can I move effectively and efficiently?
- Responsible Behavior- How do I interact with others during physical activity?
- Benefits of Physical Activity- How will physical activity help me now and in the future?

Unit Objectives

Students will be able to:

- demonstrate an understanding of the rules necessary to play a basketball game.
- demonstrate an understanding of the strategies of a basketball game.
- demonstrate competency in basketball skills.
- participate successfully in a basketball game.

<p><u>Skill Objectives</u></p> <p>Students will:</p> <ul style="list-style-type: none"> ● demonstrate competency in the following basketball skills: <ul style="list-style-type: none"> ○ shooting - layup and set shot ○ passing - chest and bounce ○ dribbling ○ rules and scoring ● develop an understanding of: <ul style="list-style-type: none"> ○ rebounding ○ game play strategies ○ jump shot ● apply safety skills and concepts. ● demonstrate safety and knowledge of legal game play. 	<p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Team Sports
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Team Sports Grades 9-12

Flag Football

Standards

- Standard 1: Motor Skill Performance
- Standard 2: Applying Concepts and Strategies
- Standard 4: Responsible Behavior
- Standard 5: Benefits of Physical Activity

Enduring Understanding

- Motor Skill Performance- Repetition of proper technique leads to improvement.
- Applying Concepts and Strategies- Cognitive ability can direct one's motor skill acquisition and performance.
- Responsible Behavior- Appropriate on-task behavior will enhance learning.
- Benefits of Physical Activity- Acknowledging the value of physical activity promotes lifelong wellness.

Essential Question

- Motor Skill Performance- What different ways can the body move given a specific purpose?
- Applying Concepts and Strategies- How can I move effectively and efficiently?
- Responsible Behavior- How do I interact with others during physical activity?
- Benefits of Physical Activity- How will physical activity help me now and in the future?

Unit Objectives

Students will be able to:

- demonstrate an understanding of the rules necessary to play flag football game.
- demonstrate an understanding of the strategies of a flag football game.
- demonstrate competency in flag football skills to participate successfully in a flag football game.

<p><u>Skill Objectives</u></p> <p>Students will:</p> <ul style="list-style-type: none"> ● demonstrate competency in the following flag football skills: <ul style="list-style-type: none"> ○ passing ○ receiving ○ rules and scoring ● develop an understanding of: <ul style="list-style-type: none"> ○ passing patterns ○ hand-offs ○ game play strategies ○ punting/kicking ● apply safety skills and concepts. ● demonstrate safety and knowledge of legal game play. 	<p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Team Sports
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Team Sports Grades 9-12

Floor Hockey

Standards

- Standard 1: Motor Skill Performance
- Standard 2: Applying Concepts and Strategies
- Standard 4: Responsible Behavior
- Standard 5: Benefits of Physical Activity

Enduring Understanding

- Motor Skill Performance- Repetition of proper technique leads to improvement.
- Applying Concepts and Strategies- Cognitive ability can direct one's motor skill acquisition and performance.
- Responsible Behavior- Appropriate on-task behavior will enhance learning.
- Benefits of Physical Activity- Acknowledging the value of physical activity promotes lifelong wellness.

Essential Question

- Motor Skill Performance- What different ways can the body move given a specific purpose?
- Applying Concepts and Strategies- How can I move effectively and efficiently?
- Responsible Behavior- How do I interact with others during physical activity?
- Benefits of Physical Activity- How will physical activity help me now and in the future?

Unit Objectives

Students will be able to:

- demonstrate an understanding of the rules and safety precautions necessary to play a floor hockey game.
- demonstrate an understanding of the strategies of a floor hockey game.
- demonstrate competency in floor hockey skills.
- participate successfully in a floor hockey game.

<p><u>Skill Objectives</u></p> <p>Students will:</p> <ul style="list-style-type: none"> ● demonstrate competency in the following floor hockey skills: <ul style="list-style-type: none"> ○ passing ○ receiving ○ stick handling ○ wrist shot ● demonstrate safety and knowledge of legal game play. ● develop an understanding of: <ul style="list-style-type: none"> ○ goalkeeping skills ○ face-offs ● apply safety skills and concepts. 	<p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Team Sports
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Team Sports Grades 9-12

Soccer

Standards

- Standard 1: Motor Skill Performance
- Standard 2: Applying Concepts and Strategies
- Standard 4: Responsible Behavior
- Standard 5: Benefits of Physical Activity

Enduring Understanding

- Motor Skill Performance- Repetition of proper technique leads to improvement.
- Applying Concepts and Strategies- Cognitive ability can direct one's motor skill acquisition and performance.
- Responsible Behavior- Appropriate on-task behavior will enhance learning.
- Benefits of Physical Activity- Acknowledging the value of physical activity promotes lifelong wellness.

Essential Question

- Motor Skill Performance- What different ways can the body move given a specific purpose?
- Applying Concepts and Strategies- How can I move effectively and efficiently?
- Responsible Behavior- How do I interact with others during physical activity?
- Benefits of Physical Activity- How will physical activity help me now and in the future?

Unit Objectives

Students will be able to:

- demonstrate an understanding of the rules necessary to play a soccer game.
- demonstrate an understanding of the strategies of a soccer game.
- demonstrate competency in soccer skills.
- participate successfully in a soccer game.

<p><u>Skill Objectives</u></p> <p>Students will:</p> <ul style="list-style-type: none"> ● demonstrate competency in the following soccer skills: <ul style="list-style-type: none"> ○ shooting ○ passing ○ dribbling ○ trapping ● develop an understanding of: <ul style="list-style-type: none"> ○ rules and scoring ○ strategies of game play ○ goalkeeping skills ● apply safety skills and concepts. ● demonstrate safety and knowledge of legal game play. 	<p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Team Sports
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Team Sports Grades 9-12
Softball

Standards

- Standard 1: Motor Skill Performance
- Standard 2: Applying Concepts and Strategies
- Standard 4: Responsible Behavior
- Standard 5: Benefits of Physical Activity

Enduring Understanding

- Motor Skill Performance- Repetition of proper technique leads to improvement.
- Applying Concepts and Strategies- Cognitive ability can direct one's motor skill acquisition and performance.
- Responsible Behavior- Appropriate on-task behavior will enhance learning.
- Benefits of Physical Activity- Acknowledging the value of physical activity promotes lifelong wellness.

Essential Question

- Motor Skill Performance- What different ways can the body move given a specific purpose?
- Applying Concepts and Strategies- How can I move effectively and efficiently?
- Responsible Behavior- How do I interact with others during physical activity?
- Benefits of Physical Activity- How will physical activity help me now and in the future?

Unit Objectives

Students will be able to:

- demonstrate an understanding of the rules necessary to play a softball game.
- demonstrate an understanding of the strategies of a softball game.
- demonstrate competency in softball skills.
- participate successfully in a softball game.

<p><u>Skill Objectives</u></p> <p>Students will:</p> <ul style="list-style-type: none"> ● demonstrate competency in the following softball skills: <ul style="list-style-type: none"> ○ throwing ○ catching ○ hitting ● develop an understanding of: <ul style="list-style-type: none"> ○ fielding (grounder/fly ball) ○ running bases ○ pitching ○ rules and game play strategies ● demonstrate safety and knowledge of legal game play. 	<p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Team Sports
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Team Sports Grades 9-12

Team Handball

Standards

- Standard 1: Motor Skill Performance
- Standard 2: Applying Concepts and Strategies
- Standard 4: Responsible Behavior
- Standard 5: Benefits of Physical Activity

Enduring Understanding

- Motor Skill Performance- Repetition of proper technique leads to improvement.
- Applying Concepts and Strategies- Cognitive ability can direct one's motor skill acquisition and performance.
- Responsible Behavior- Appropriate on-task behavior will enhance learning.
- Benefits of Physical Activity- Acknowledging the value of physical activity promotes lifelong wellness.

Essential Question

- Motor Skill Performance- What different ways can the body move given a specific purpose?
- Applying Concepts and Strategies- How can I move effectively and efficiently?
- Responsible Behavior- How do I interact with others during physical activity?
- Benefits of Physical Activity- How will physical activity help me now and in the future?

Unit Objectives

Students will be able to:

- demonstrate an understanding of the rules necessary to play a team handball game.
- demonstrate an understanding of the strategies of a team handball game.
- demonstrate competency in team handball skills.
- participate successfully in a team handball game.

<p><u>Skill Objectives</u></p> <p>Students will:</p> <ul style="list-style-type: none"> ● demonstrate competency in the following handball skills: <ul style="list-style-type: none"> ○ passing ○ catching ○ shooting ● develop an understanding of: <ul style="list-style-type: none"> ○ goalkeeping skills ○ game play strategies ● demonstrate safety and knowledge of legal game play. 	<p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Team Sports
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Team Sports Grades 9-12

Ultimate Flying Disc

Standards

- Standard 1: Motor Skill Performance
- Standard 2: Applying Concepts and Strategies
- Standard 4: Responsible Behavior
- Standard 5: Benefits of Physical Activity

Enduring Understanding

- Motor Skill Performance- Repetition of proper technique leads to improvement.
- Applying Concepts and Strategies- Cognitive ability can direct one's motor skill acquisition and performance.
- Responsible Behavior- Appropriate on-task behavior will enhance learning.
- Benefits of Physical Activity- Acknowledging the value of physical activity promotes lifelong wellness.

Essential Question

- Motor Skill Performance- What different ways can the body move given a specific purpose?
- Applying Concepts and Strategies- How can I move effectively and efficiently?
- Responsible Behavior- How do I interact with others during physical activity?
- Benefits of Physical Activity- How will physical activity help me now and in the future?

Unit Objectives

Students will be able to:

- demonstrate an understanding of the rules necessary to play an ultimate flying-disc game.
- demonstrate an understanding of the strategies of an ultimate flying-disc game.
- demonstrate competency in ultimate flying-disc skills.
- participate successfully in an ultimate flying-disc game.

<p><u>Skill Objectives</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● demonstrate competency in the following flying disc skills: <ul style="list-style-type: none"> ○ throwing ○ catching ● demonstrate an understanding of the rules necessary to play an ultimate flying-disc game. ● demonstrate an understanding of the strategies of an ultimate flying-disc game. 	<p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Team Sports
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Team Games Grades 9-12

Volleyball

Standards

- Standard 1: Motor Skill Performance
- Standard 2: Applying Concepts and Strategies
- Standard 4: Responsible Behavior
- Standard 5: Benefits of Physical Activity

Enduring Understanding

- Motor Skill Performance- Repetition of proper technique leads to improvement.
- Applying Concepts and Strategies- Cognitive ability can direct one's motor skill acquisition and performance.
- Responsible Behavior- Appropriate on-task behavior will enhance learning.
- Benefits of Physical Activity- Acknowledging the value of physical activity promotes lifelong wellness.

Essential Question

- Motor Skill Performance- What different ways can the body move given a specific purpose?
- Applying Concepts and Strategies- How can I move effectively and efficiently?
- Responsible Behavior- How do I interact with others during physical activity?
- Benefits of Physical Activity- How will physical activity help me now and in the future?

Unit Objectives

Students will be able to:

- demonstrate an understanding of the rules and scoring of a volleyball game.
- demonstrate an understanding of strategies and position responsibilities of a volleyball game.
- demonstrate competency in volleyball skills.
- participate successfully in a volleyball game.

<p><u>Skill Objectives</u></p> <p>Students will:</p> <ul style="list-style-type: none"> ● demonstrate competency in the following volleyball skills: <ul style="list-style-type: none"> ○ serving ○ underhand pass “bump” ○ overhead pass “set” ● demonstrate an understanding of: <ul style="list-style-type: none"> ○ spike ○ block ● apply safety skills and concepts. ● demonstrate a competency in scoring, serve rotation, and legal play. 	<p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Team Sports
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Wellness Grades 11 and 12

Yoga

Standards

- Standard 1: Motor Skill Performance
- Standard 2: Applying Concepts and Strategies
- Standard 3: Physical Activity and Fitness
- Standard 4: Responsible Behavior
- Standard 5: Benefits of Physical Activity

Enduring Understanding

- Motor Skill Performance- Repetition of proper technique leads to improvement.
- Applying Concepts and Strategies- Cognitive ability can direct one's motor skill acquisition and performance.
- Physical Activity and Fitness- Physically fit people engage in physical activity on a regular basis.
- Responsible Behavior- Appropriate on-task behavior will enhance learning.
- Benefits of Physical Activity- Acknowledging the value of physical activity promotes lifelong wellness.

Essential Question

- Motor Skill Performance- What different ways can the body move given a specific purpose?
- Applying Concepts and Strategies- How can I move effectively and efficiently?
- Physical Activity and Fitness- What can I do to be physically active, and why is this important?
- Responsible Behavior- How do I interact with others during physical activity?
- Benefits of Physical Activity- How will physical activity help me now and in the future?

Unit Objectives

Students will be able to:

- participate in activities necessary to improve flexibility.
- participate in activities necessary to improve strength.
- develop an understanding and an appreciation of the benefits of muscular strength and flexibility.
- demonstrate breath control and yoga poses

Skill Objectives

Students will:

- participate in a variety of Yoga poses:
 - Standing poses
 - Seated poses
- feel comfortable adjusting or modifying their level of intensity based on their individual ability.
- demonstrate appropriate breath control.
- apply safety skills and concepts.

Assessment

1. Fitness

Wellness Grades 11 and 12
Fit for Life – Fitness Walking

Standards

- Standard 1: Motor Skill Performance
- Standard 2: Applying Concepts and Strategies
- Standard 3: Physical Activity and Fitness
- Standard 4: Responsible Behavior
- Standard 5: Benefits of Physical Activity

Enduring Understanding

- Motor Skill Performance- Repetition of proper technique leads to improvement.
- Applying Concepts and Strategies- Cognitive ability can direct one's motor skill acquisition and performance.
- Physical Activity and Fitness- Physically fit people engage in physical activity on a regular basis.
- Responsible Behavior- Appropriate on-task behavior will enhance learning.
- Benefits of Physical Activity- Acknowledging the value of physical activity promotes lifelong wellness.

Essential Question

- Motor Skill Performance- What different ways can the body move given a specific purpose?
- Applying Concepts and Strategies- How can I move effectively and efficiently?
- Physical Activity and Fitness- What can I do to be physically active, and why is this important?
- Responsible Behavior- How do I interact with others during physical activity?
- Benefits of Physical Activity- How will physical activity help me now and in the future?

Unit Objectives

Students will be able to:

- participate in a fitness walking activity necessary to improve cardiorespiratory endurance.
- demonstrate knowledge of monitoring resting, target and recovery HR
- acquire an understanding of walking techniques.
- develop warm-up and cool down routines.

<ul style="list-style-type: none"> ● determine pre and post fitness levels. 	
<p><u>Skill Objectives</u></p> <p>Students will demonstrate competency in:</p> <ul style="list-style-type: none"> ● measuring HR ● demonstrating a warm-up and cool down routine ● applying safety skills and concepts ● using correct fitness walking techniques <p>Students will demonstrate an understanding of:</p> <ul style="list-style-type: none"> ● the effect of fitness walking on cardiovascular fitness ● measuring pre and post fitness levels <p>Students will:</p> <ul style="list-style-type: none"> ● monitor and calculate HR (manually and using HR monitor) <ul style="list-style-type: none"> ○ resting HR ○ target HR ○ recovery HR ● apply safety skills and concepts. 	<p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Fitness

Wellness Grades 11 and 12
Fit for Life – Fitness Boxing

Standards

- Standard 1: Motor Skill Performance
- Standard 2: Applying Concepts and Strategies
- Standard 3: Physical Activity and Fitness
- Standard 4: Responsible Behavior
- Standard 5: Benefits of Physical Activity

Enduring Understanding

- Motor Skill Performance- Repetition of proper technique leads to improvement.
- Applying Concepts and Strategies- Cognitive ability can direct one's motor skill acquisition and performance.
- Physical Activity and Fitness- Physically fit people engage in physical activity on a regular basis.
- Responsible Behavior- Appropriate on-task behavior will enhance learning.
- Benefits of Physical Activity- Acknowledging the value of physical activity promotes lifelong wellness.

Essential Question

- Motor Skill Performance- What different ways can the body move given a specific purpose?
- Applying Concepts and Strategies- How can I move effectively and efficiently?
- Physical Activity and Fitness- What can I do to be physically active, and why is this important?
- Responsible Behavior- How do I interact with others during physical activity?
- Benefits of Physical Activity- How will physical activity help me now and in the future?

Unit Objectives

Students will be able to:

- participate in a fitness boxing activity necessary to improve cardiorespiratory endurance.
- demonstrate knowledge of monitoring resting, target and recovery HR.
- acquire an understanding of boxing techniques.
- develop warm-up and cool down routines.

<ul style="list-style-type: none"> ● determine pre and post fitness levels. 	
<p><u>Skill Objectives</u></p> <p>Students will demonstrate competency in:</p> <ul style="list-style-type: none"> ● measuring HR ● demonstrating a warm-up and cool down routine ● applying safety skills and concepts ● using correct fitness boxing techniques <p>Students will demonstrate an understanding of:</p> <ul style="list-style-type: none"> ● the effect of fitness boxing on cardiovascular fitness ● measuring pre and post fitness levels <p>Students will:</p> <ul style="list-style-type: none"> ● monitor and calculate HR (manually and using HR monitor) <ul style="list-style-type: none"> ○ resting HR ○ target HR ○ recovery HR ● apply safety skills and concepts. 	<p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Fitness

Wellness Grades 11 and 12 Fit for Life – Self Defense	
<u>Standards</u> <ul style="list-style-type: none"> ● Standard 1: Motor Skill Performance ● Standard 2: Applying Concepts and Strategies ● Standard 4: Responsible Behavior 	
<u>Enduring Understanding</u> <ul style="list-style-type: none"> ● Motor Skill Performance- Repetition of proper technique leads to improvement. ● Applying Concepts and Strategies- Cognitive ability can direct one’s motor skill acquisition and performance. ● Responsible Behavior- Appropriate on-task behavior will enhance learning. 	
<u>Essential Question</u> <ul style="list-style-type: none"> ● Motor Skill Performance- What different ways can the body move given a specific purpose? ● Applying Concepts and Strategies- How can I move effectively and efficiently? ● Responsible Behavior- How do I interact with others during physical activity? 	
<u>Unit Objectives</u> Students will be able to: <ul style="list-style-type: none"> ● become aware of their surroundings. ● assess a potentially unsafe situation. ● decide what appropriate action they will take. 	
<u>Skill Objectives</u> Students will: <ul style="list-style-type: none"> ● apply safety skills and concepts. ● apply self defense skills. ● applies de-escalation skills. 	<u>Assessment</u> 1. Self Defense

Wellness Grades 11 and 12

Lifetime Games and Activities - Archery

Standards

- Standard 1: Motor Skill Performance
- Standard 2: Applying Concepts and Strategies
- Standard 4: Responsible Behavior
- Standard 5: Benefits of Physical Activity

Enduring Understanding

- Motor Skill Performance- Repetition of proper technique leads to improvement.
- Applying Concepts and Strategies- Cognitive ability can direct one's motor skill acquisition and performance.
- Responsible Behavior- Appropriate on-task behavior will enhance learning.
- Benefits of Physical Activity- Acknowledging the value of physical activity promotes lifelong wellness.

Essential Question

- Motor Skill Performance- What different ways can the body move given a specific purpose?
- Applying Concepts and Strategies- How can I move effectively and efficiently?
- Responsible Behavior- How do I interact with others during physical activity?
- Benefits of Physical Activity- How will physical activity help me now and in the future?

Unit Objectives

Students will be able to:

- demonstrate an understanding of appropriate safety rules.
- demonstrate an understanding of scoring.
- demonstrate competency in the seven skills of shooting an arrow.
- successfully participate in archery.

<p><u>Skill Objectives</u></p> <p>Students will:</p> <ul style="list-style-type: none"> ● demonstrate competency in the following archery skills: <ul style="list-style-type: none"> ○ proper stance ○ gripping the bow ○ knocking the arrow ○ drawing an arrow to an anchor point ○ aiming at an intended target ○ releasing arrow ○ follow through ● demonstrate an ability to keep an individual score of multiple ends. ● demonstrate safety practice as related to shooting and retrieving arrows. ● apply safety skills and concepts. 	<p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Lifetime Games and Activities
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Wellness Grades 11 and 12

Lifetime Games and Activities - Golf

Standards

- Standard 1: Motor Skill Performance
- Standard 2: Applying Concepts and Strategies
- Standard 4: Responsible Behavior
- Standard 5: Benefits of Physical Activity

Enduring Understanding

- Motor Skill Performance- Repetition of proper technique leads to improvement.
- Applying Concepts and Strategies- Cognitive ability can direct one's motor skill acquisition and performance.
- Responsible Behavior- Appropriate on-task behavior will enhance learning.
- Benefits of Physical Activity- Acknowledging the value of physical activity promotes lifelong wellness.

Essential Question

- Motor Skill Performance- What different ways can the body move given a specific purpose?
- Applying Concepts and Strategies- How can I move effectively and efficiently?
- Responsible Behavior- How do I interact with others during physical activity?
- Benefits of Physical Activity- How will physical activity help me now and in the future?

Unit Objectives

Students will be able to:

- demonstrate an understanding of the rules, scoring, safety, terminology and etiquette for appropriate participation in golf.
- demonstrate competency in golf skills.
- participate successfully in golf.

<p><u>Skill Objectives</u></p> <p>Students will:</p> <ul style="list-style-type: none"> ● demonstrate commentary in the following golf skills: <ul style="list-style-type: none"> ○ grip ○ putting ○ basic golf swing <ul style="list-style-type: none"> ▪ driver ▪ irons ○ chipping ● participate successfully in all aspects of a modified golf game including <ul style="list-style-type: none"> ○ keeping score ○ following proper etiquette ○ adhering to safety rules ● demonstrate an understanding of necessary golf terms <ul style="list-style-type: none"> ○ scoring terms <ul style="list-style-type: none"> ▪ hole in one ▪ eagle ▪ birdie ▪ par ▪ bogie ● demonstrate an understanding of appropriate golf club selection and its relationship with the club's loft to distance. ● apply safety skills and concepts. 	<p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Lifetime games and activities
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Wellness Grades 11 and 12

Lifetime Games and Activities -Racquet Sports

Standards

- Standard 1: Motor Skill Performance
- Standard 2: Applying Concepts and Strategies
- Standard 4: Responsible Behavior
- Standard 5: Benefits of Physical Activity

Enduring Understanding

- Motor Skill Performance- Repetition of proper technique leads to improvement.
- Applying Concepts and Strategies- Cognitive ability can direct one's motor skill acquisition and performance.
- Responsible Behavior- Appropriate on-task behavior will enhance learning.
- Benefits of Physical Activity- Acknowledging the value of physical activity promotes lifelong wellness.

Essential Question

- Motor Skill Performance- What different ways can the body move given a specific purpose?
- Applying Concepts and Strategies- How can I move effectively and efficiently?
- Responsible Behavior- How do I interact with others during physical activity?
- Benefits of Physical Activity- How will physical activity help me now and in the future?

Unit Objectives

Students will be able to:

- demonstrate an understanding of the rules, scoring and etiquette for a singles or doubles racket sport.
- demonstrate an understanding of the strategies for effective singles or doubles play.
- demonstrate competency in racket skills to participate successfully in a racket sport.

<p><u>Skill Objectives</u></p> <p>Students will:</p> <ul style="list-style-type: none"> ● demonstrate competency in the following Racket skills: <ul style="list-style-type: none"> ○ serving ○ various strokes ● demonstrate an understanding of: <ul style="list-style-type: none"> ○ the use of various strokes ○ positioning ○ court concepts ● demonstrate an understanding of appropriate scoring, rules and serving rotation as necessary for game play. ● apply safety skills and concepts. 	<p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Racquet Sports
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Wellness Grades 11 and 12

Backyard Games - KanJam, Spikeball, Ramp Shot, Croquet, Corn Hole, Ladder Ball, Horseshoes

Standards

- Standard 1: Motor Skill Performance
- Standard 2: Applying Concepts and Strategies
- Standard 4: Responsible Behavior
- Standard 5: Benefits of Physical Activity

Enduring Understanding

- Motor Skill Performance- Repetition of proper technique leads to improvement.
- Applying Concepts and Strategies- Cognitive ability can direct one's motor skill acquisition and performance.
- Responsible Behavior- Appropriate on-task behavior will enhance learning.
- Benefits of Physical Activity- Acknowledging the value of physical activity promotes lifelong wellness.

Essential Question

- Motor Skill Performance- What different ways can the body move given a specific purpose?
- Applying Concepts and Strategies- How can I move effectively and efficiently?
- Responsible Behavior- How do I interact with others during physical activity?
- Benefits of Physical Activity- How will physical activity help me now and in the future?

Unit Objectives

Students will be able to:

- demonstrate sportsmanship in a backyard game.
- demonstrate throwing and aiming for success in activity.
- demonstrate rules and scoring

<p><u>Skill Objectives</u></p> <p>Students will:</p> <ul style="list-style-type: none"> ● apply safety skills and concepts. ● work cooperatively. ● demonstrate sports related etiquette. ● communicate effectively in group/game situations. ● respect differences of teammates and opponents. 	<p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Lifetime Games
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Wellness Grades 11 and 12

Strength and Conditioning

Standards

- Standard 1: Motor Skill Performance
- Standard 2: Applying Concepts and Strategies
- Standard 3: Physical Activity and Fitness
- Standard 4: Responsible Behavior
- Standard 5: Benefits of Physical Activity

Enduring Understanding

- Motor Skill Performance- Repetition of proper technique leads to improvement.
- Applying Concepts and Strategies- Cognitive ability can direct one's motor skill acquisition and performance.
- Physical Activity and Fitness- Physically fit people engage in physical activity on a regular basis.
- Responsible Behavior- Appropriate on-task behavior will enhance learning.
- Benefits of Physical Activity- Acknowledging the value of physical activity promotes lifelong wellness.

Essential Question

- Motor Skill Performance- What different ways can the body move given a specific purpose?
- Applying Concepts and Strategies- How can I move effectively and efficiently?
- Physical Activity and Fitness- What can I do to be physically active, and why is this important?
- Responsible Behavior- How do I interact with others during physical activity?
- Benefits of Physical Activity- How will physical activity help me now and in the future?

Unit Objectives

Students will be able to:

- Design and Participate in Muscular Strength and Endurance Activities
- Understand the role of Flexibility in a safe workout
- Understand the difference between Aerobic and Anaerobic Conditioning
- Understand and Develop Nutritional Concepts for Athletic Performance

<p><u>Skill Objectives</u></p> <p>Students will:</p> <ul style="list-style-type: none"> ● apply strength training principles ● understand the benefit of nutrition and athletic performance ● calculate resting, target and recovery heart rate, use of cardio respiratory equipment such as stationary bikes, elliptical trainers, and other cardiovascular equipment. ● demonstrate an understanding of the location and function of the major muscles of the body and how to properly stretch them. ● apply safety skills and concepts. ● use the weight training equipment such as Cybex equipment, free weights, medicine balls and other equipment. 	<p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Fitness

Physical Education Elective Grades 11 and 12
Introduction to Teams Sports, Coaching and Officiating

Standards

- Standard 1: Motor Skill Performance
- Standard 2: Applying Concepts and Strategies
- Standard 3: Physical Activity and Fitness
- Standard 4: Responsible Behavior
- Standard 5: Benefits of Physical Activity

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Unit Objectives

Students will be able to:

- demonstrate an understanding of the rules necessary for game play

<ul style="list-style-type: none"> • participate in • create and implement drills and activities to reinforce skills and games play • create and implement a season of game and tournament play • record and analyze statistics to enhance game play and practice activities 	
<u>Skill Objectives</u> Students will: <ul style="list-style-type: none"> • understand and value the rules, rituals, and traditions of sport, and is able to distinguish between good and bad sport practices in a variety of sport settings. • preserve, protect, and enhance the sport culture through participation, involvement, and appropriate behavior • participate in various roles including but not limited to: coach/manager, statistician/scorekeeper, official, and player. • create and implement a practice plan to introduce and reinforce skills required for game play. • use statistics to enhance practice and game play. 	<u>Assessment</u> <ol style="list-style-type: none"> 1. Team Sports 2. Coaching