

WELLNESS & FITNESS

LENGTH OF TIME: one year

GRADE LEVEL: 4

COURSE STANDARDS:

Students will:

1. Be able to use the skills necessary to participate in a variety of physical and fitness activities. (NPES 1, 3, 4; PA Std 10.4.6 a, 10.5.6 a, b)
2. Will understand and apply rules, strategies and appropriate behaviors for movement, dance, games, and sport. (NPES 2; PA Std 10.5.6 c, d, e, f)
3. Will develop self confidence and interpersonal skills. (NPES 5, 6, 7; PA Std 10.4.6 f)
4. Describe how physical, social, and emotional environments influence personal health. (NHS1; PA Std 10.3.6 d)
5. Describe the basic structure and functions of the human body systems. (NHS1; PA Std 10.4.6 b)
6. Identify characteristics of valid health information and health-promoting products and services. (NHS2; PA Std 10.2.6.b, c)
7. Explain how media influences the selection of health information, products, and services. (NHS2; PA Std 10.2.6.b, c)
8. Develop injury prevention and management strategies for personal health. (NHS3; PA Std 10.3.6a, b)
9. Demonstrate ways to avoid and reduce threatening situations. (NHS3; PA Std 10.3.6.a, b, c)
10. Describe ways technology can influence health. (NHS4; PA Std 10.2.6.c)
11. Differentiate and demonstrate between negative and positive behavior used in conflict situations. (NHS5; PA Std 10.2.6.d, 10.3.6.c)
12. Demonstrate refusal skills to enhance health. (NHS5; PA Std 10.4.6.d, 10.3.6.a, 10.2.6.d)
13. Predict outcomes of positive health decisions. (NHS6; PA Std 10.4.6.d)
14. Set a personal health goal and track progress toward its achievement. (NHS6; PA Std 10.4.6.a, c)
15. Identify community agencies that advocate for healthy individuals, families, and communities. (NHS7; PA Std 10.2.6.b, 10.2.6.c)
16. Demonstrate the ability to influence and support others in making positive health choices. (NHS7; PA Std 10.4.6.a, 10.3.6.a)

NATIONAL PHYSICAL EDUCATION STANDARDS

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.
2. Applies movement concepts and principles to the learning and development of motor skills.
3. Exhibits a physically active lifestyle.

4. Achieves and maintains a health-enhancing level of physical fitness.
5. Demonstrates responsible personal and social behavior in physical activity settings.
6. Demonstrates understanding and respect for differences among people in physical activity settings.
7. Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

NATIONAL HEALTH STANDARDS:

1. Comprehend concepts related to health promotion and disease prevention.
2. Demonstrate the ability to access valid health information and health promoting products and services.
3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
4. Analyze the influence of culture, media, technology, and other factors on health.
5. Demonstrate the ability to use interpersonal communication skills to enhance health.
6. Demonstrate the ability to use goal setting and decision making skills to enhance health.
7. Demonstrate the ability to advocate for personal, family, and community health.

RELATED PA ACADEMIC STANDARDS FOR HEALTH, SAFETY AND PHYSICAL EDUCATION

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

PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

1. Individual skill testing. (course standard 1)
2. Fitnessgram. (course standard 1)
3. Teacher observation and supervision of movement, games, and sports. (course standard 2)
4. Successfully completing adventure based and problem solving activities. (course standard 3)
5. Unscrambling skeleton puzzle and assembling. (course standard 5)
6. Brainstorming about food labeling and creating an “ad” for a food product. (course standard 6)
7. Creating a personal home fire escape plan and sharing with family. (course standard 9, 16)
8. Writing an essay on a community helper. (course standard 15)

DESCRIPTION OF COURSE:

Students will be involved in a variety of physical activities to develop, reinforce, and enhance the basic components of total body fitness and lead up skills to team/lifetime activities.

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

TITLES OF UNITS:

1. Movement and Motor Skills
2. Fitness
3. Social/Emotional/Cognitive Development
4. Track and Field (district elementary track meet)

All of the above are used in conjunction with the introduction of lead up activities to the following units. These units are rotated every other year: soccer, basketball, football, lacrosse, hockey, volleyball/badminton, gymnastics, Fitnessgram testing.

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| 5. Alcohol, tobacco, and other drugs | 4 lessons |
| 6. Family health | 1 lesson |
| 7. Injury prevention | 3 lessons |
| 8. Nutrition | 3 lessons |
| 9. Personal and community health | 1 lesson |
| 10. Physical activity | 3 lessons |

Every fourth scheduled wellness/fitness class will be devoted to a health lesson totaling 15 classes.

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Active participation
2. Cooperative groups
3. Demonstration

4. Explanation
5. Peer teaching
6. Self evaluation
7. Problem solving
8. Trial and error
9. Guided discovery
10. Technology

MATERIALS:

1. Appropriate equipment and materials for specifically designed activities.
2. Fitness Gram software

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Adaptive Wellness and Fitness
2. Teacher assistance
3. Individual instruction
4. Peer teaching
5. Inclusion theory in practice
6. Guest speakers
7. Technology
8. Assemblies
9. American Heart Association – Jump for Heart

PORTFOLIO DEVELOPMENT:

1. Fitness continuum (self evaluation)
2. Skills checklist
3. Fitnessgram
4. Fitness Gram reports
5. Letter about adolescent changes
6. “Ad” on food product

METHODS OF EVALUATION:

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

INTEGRATED ACTIVITIES:

1. Concepts
 - understand rules, cooperation, and beginning strategies
 - demonstrate knowledge of basic concepts
 - distinguish between safe and risky or harmful behaviors

- understand the personal responsibility and impact of the choices we make (friends, groups, drugs)
 - understand the many influences on self esteem
 - exhibit and understand the need for cooperative behavior
 - understand the skills needed for effective communication
2. Communication
- perform activities
 - listen, appreciate, recognize, describe and understand
 - verbal and physical responses
3. Thinking/Problem Solving
- observe
 - evaluate
 - make decisions
 - listen
 - describe
 - cooperate
4. Application of Knowledge
- correct use of equipment
 - recognize skill
 - demonstrate skill
 - evaluate (self and others)
 - class work
 - discussions
 - presentations
 - evaluate
5. Interpersonal Skills
- demonstrate cooperation (leading up to teamwork)
 - respect others
 - recognize leadership
 - communicate effectively
 - sportsmanship
 - use all skills and equipment in a safe environment
 - respect diversity
 - develop leadership skills