

Diocese of Richmond

Consensus Curriculum for Health and Physical Education

Mission Statement

The mission of the Office of Catholic Schools is to assist the Bishop in his mandate as Teacher of the Catholic Faith, by establishing a climate and framework for fostering excellence in catechetical and academic education in the schools of the diocese in adherence to the Magisterium of the Church.

The mission of the schools in the Catholic Diocese of Richmond is to develop and nurture the spiritual, intellectual, social, and emotional growth of each student in the spirit of the Gospels and the teachings of the Catholic Church.

Purpose

The Health and Physical Education Curriculum is a guideline from which educators within the Diocese of Richmond can provide basic instruction within the context of our Catholic faith.

Framework

This curriculum is organized and informed by the 2013 National Standards & Grade-Level Outcomes for K-12 Physical Education, a document set forth by the Society of Health and Physical Education and the Virginia Department of Education Standards of Learning. The elementary curriculum is organized by grade level. The middle school and high school curriculum include separate frameworks for Health and Physical Education. Each curriculum guide was designed as a continuation of the previous guide, in order to accommodate the skill development and progression. This curriculum was designed for physical education classes programs that meet regularly. Teachers may need to modify the curriculum in order to meet the needs of their school's individual program.

Acknowledgements

The Most Reverend Francis X. DiLorenzo
Bishop of the Diocese of Richmond

Raymond Honeycutt
Diocese of Richmond Catholic Schools, Superintendent

Angela Allen
Diocese of Richmond Catholic Schools, Associate Superintendent for Curriculum and Instruction

Julia Crowder
Coordinator for Educational Programs

Committee members

Anne Allen: Blessed Sacrament-Huguenot School, Powhatan
Barbara Green: Bishop Sullivan Catholic High School, Virginia Beach
Allison Morgan: Roanoke Catholic School, Roanoke
Annette Sirica: Our Lady of Lourdes School, Richmond
RJ Spelsberg: Saint Bridget School, Richmond
Drew Spicer: Saint Mary School, Richmond
Kendra Todd: Saint John the Apostle School, Virginia Beach

Links to Curriculum

[Pre- Kindergarten](#)

[Kindergarten](#)

[1st Grade](#)

[2nd Grade](#)

[3rd Grade](#)

[4th Grade](#)

[5th Grade](#)

[6th Grade](#)

[7th Grade](#)

[8th Grade](#)

[Level I PE - High School](#)

[Level II PE - High School](#)

[High School Health](#)



Diocese of Richmond
Health & PE Curriculum

Grade Level: Pre- Kindergarten

HPE PK.1: The student will demonstrate competency in a variety of motor skills and movement patterns.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Identify body parts and show body awareness</p> <p>Demonstrate balancing on line or low beam</p> <p>Participate in a variety of perceptual motor and kinesthetic activities</p> <p>Explore a variety of objects and manipulative skills</p> <p>Participate in a variety of creative movements, such as action songs and dances</p> <p>Transition (at a novice level) between movement skills (ex: running to a jump)</p> <p>Practice control in weight-bearing activities (ex: jumping and landing)</p> <p>Perform (at an introductory level) basic non-locomotor skills</p>	<p>Why is the development of motor skills essential?</p> <p>Why are the skills and game knowledge important to participate in physical activities/sports?</p>	<p>Physical and cognitive skills are necessary to successfully participate in a variety of physical activities/ sports/ lifetime activities.</p>	<p>PE Central</p> <p>Perform simple relays that incorporates creative movements.</p> <p>A to Z Teacher Stuff www.lessonplanz.com</p> <p>Ed Helper www.edhelper.com</p> <p>Games Central Station www.gamescentralstation.com</p>

<p>Perform (at an introductory level) basic locomotor skills at a variety of speeds</p> <p>Perform (at an introductory level) basic non-manipulative movements such as bending, pushing, pulling, stretching</p> <p>Participate in low organized group games</p> <p>Explore parachute activities</p> <p>Perform (at an introductory level) basic control skills with a variety of objects</p> <p>Practice individual racing and relay races</p>			
---	--	--	--

HPE PK.2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

Benchmarks The student will be able to:	Essential Questions Questions for teachers to consider to guide inquiry	Essential Knowledge Information that supports benchmark skills.	Suggested Resources/ Experiences
Practice the use of the movement concepts of directions, levels, pathways, and effort (force and speed) while performing locomotor skills	How do you move efficiently and safely within a physical setting? How does your movement affect your performance?	Efficient movement improves performance Physical movement can be creative, enjoyable, and individually rewarding	Have students participate in obstacle courses Simple tag games

HPE PK.3 The student will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Benchmarks The student will be able to:	Essential Questions Questions for teachers to consider to guide inquiry	Essential Knowledge Information that supports benchmark skills.	Suggested Resources/ Experiences
<p>Recognize that exercise increases your heart rate and keeps you healthy</p> <p>Perform stretching, muscle-strengthening and cardio-respiratory exercise</p>	<p>How do you measure one's physical fitness?</p> <p>How do you maintain physical fitness?</p> <p>Why is physical fitness important?</p>	<p>Positive decision making about fitness contributes to a healthy lifestyle.</p>	<p>www.pecentral.com</p> <p>Kids Health</p> <p>Wellness for Kids www.escambia.k12.fl.us</p>

HPE PK.4: The student will exhibit responsible personal and social behavior that respects self and others.

Benchmarks The student will be able to:	Essential Questions Questions for teachers to consider to guide inquiry	Essential Knowledge Information that supports benchmark skills.	Suggested Resources/ Experiences
<p>Practice ability to listen to and follow rules</p> <p>Participate in partner, small group, and large group activities</p> <p>Demonstrate safe use of PE equipment</p> <p>Perform (at an introductory level) the concept of maintaining personal and general space</p> <p>Share and be cooperative and safe with others</p>	<p>What are characteristics of good sportsmanship?</p> <p>What role does cooperation play in physical activities/sports?</p> <p>Why is respect for individual differences so important?</p> <p>How can individual differences enhance and contribute to group productivity?</p>	<p>Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful</p> <p>Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people.</p>	<p>Fitness Gram</p> <p>Society of Health and Physical Educators</p>

HPE PK.5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Benchmarks The student will be able to:	Essential Questions Questions for teachers to consider to guide inquiry	Essential Knowledge Information that supports benchmark skills.	Suggested Resources/ Experiences
Participate in regular physical activity	How can physical activity/sports provide a wide range of lifelong benefits? How does physical education enhance total well-being -- social, mental, emotional, and physical?	Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions	Participate in small group activities that develop the skills used for sport. Incorporate catching, throwing, various sports skills into stations. Participate in simple dances, aerobics, and creative movements using instructors, Wii, or videos.



Diocese of Richmond
Health & PE Curriculum
Grade Level: Kindergarten

HPE K.1: The student will demonstrate competency in a variety of motor skills and movement patterns.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Identify body parts and show body awareness</p> <p>Perform locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance</p> <p>Perform jumping & landing actions with balance</p> <p>Perform locomotor skills in response to teacher-led creative dance</p> <p>Maintain momentary stillness on different bases of support</p> <p>Form wide, narrow, curled & twisted body shapes</p> <p>Roll sideways in a narrow body shape</p> <p>Contrast the actions of curling & stretching</p>	<p>Why is the development of motor skills essential?</p> <p>Why are the skills and game knowledge important to participate in physical activities/sports?</p>	<p>Physical and cognitive skills are necessary to successfully participate in a variety of physical activities/ sports/ lifetime activities.</p>	<p>Play “Simon Says”</p> <p>Play “Stop and Start”: Call a specific locomotor movement which class performs. Observe, blow whistle and students freeze, then call another movement, etc.</p> <p>PE Central</p> <p>Individual races, relay races</p> <p>Obstacle courses</p> <p>Parachute Games</p> <p>BOOK: <u>Dynamic Physical Education Curriculum Guide: Lesson Plans for Implementation</u> by Robert Pangrazi</p> <p>BOOK: <u>Teaching the Nuts and Bolts of Physical Education</u></p> <p>BOOK: <u>Physical Education Curriculum Activities Kit</u> for Grades K-6 by Keg Wheeler</p>

<p>Throw underhand with opposite foot forward</p> <p>Drop a ball and catch it before it bounces twice</p> <p>Catch a large ball tossed by a skilled thrower</p> <p>Dribble a ball with one hand, attempting the second contact</p> <p>Tap a ball using the inside of the foot, sending it forward</p> <p>Kick a stationary ball from a stationary position, demonstrating 2 of the 5 elements of a mature kicking pattern</p> <p>Volley a lightweight object (balloon), sending it upward</p> <p>Strike a lightweight object with a paddle or short handled racket</p> <p>Execute a single jump with self-turned rope</p> <p>Jump a long rope with teacher-assisted turning</p>			
---	--	--	--

HPE K.2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Differentiate between movement in personal (self-space) & general space</p> <p>Move in personal space to a rhythm.</p> <p>Travel in 3 different pathways</p> <p>Travel in general space with different speeds</p> <p>Practice agility (start, stop, change directions)</p>	<p>How do you move efficiently and safely within a physical setting?</p> <p>How does your movement affect your performance?</p>	<p>Efficient movement improves performance</p> <p>Physical movement can be creative, enjoyable, and individually rewarding</p>	<p>BOOK: <u>Children Moving: A Reflective Approach to Teaching Physical Education with Movement Analysis Wheel</u>. By George Graham.</p> <p>BOOK: <u>No Standing Around in My Gym: Lesson plans, games, and teaching tips for elementary physical education</u>. By JD Hughes</p> <p>Game: Locomotor Hello's (PE Central 6/1/2005)</p>

HPE K.3: The student will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity, wellness, and fitness.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Recognize that food provides energy for physical activity</p> <p>Perform stretching, muscle-strengthening and cardio-respiratory exercise</p> <p>Identify active-play opportunities outside physical education class</p> <p>Actively participate in physical education class</p> <p>Recognize that when you move fast, your heart beats faster and you breathe faster</p> <p>Define diet and fitness</p> <p>Identify food groups</p> <p>Identity the major body parts and five senses</p> <p>Recognize activities that build heart fitness</p>	<p>How do you measure one’s physical fitness?</p> <p>How do you maintain physical fitness?</p> <p>Why is physical fitness important?</p>	<p>Positive decision making about fitness contributes to a healthy lifestyle.</p> <p>Health Concepts</p> <p>Major body parts:</p> <ul style="list-style-type: none"> ● Head, ears, eyes, nose, mouth, shoulders, arms, hands, fingers, trunk, abdomen, hips, legs, feet, toes <p>Five senses and what they do</p>	<p>American Heart Association “Heart Power” lesson plans www.heart.org</p> <p>USDA MyPlate Lesson plans</p>

Explain the importance of personal hygiene and germ protection			
---	--	--	--

HPE K.4: The student will exhibit responsible personal and social behavior that respects self and others.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Follow directions in group settings (e.g., safe behaviors, following rules, taking turns)</p> <p>Acknowledge responsibility for behavior when prompted</p> <p>Follow instruction/ directions when prompted</p> <p>Recognize the established protocol for class activities</p> <p>Follow teacher directions for safe participation and proper use of equipment with minimal reminders</p> <p>Demonstrate ability to share and be cooperative and safe with others</p> <p>Describe drugs and medicines as being both safe and dangerous</p> <p>Recognize the universal symbol for a poisonous substance</p> <p>Recognize the difference between positive and negative emotions (comfortable and uncomfortable feelings)</p>	<p>What are characteristics of good sportsmanship?</p> <p>What role does cooperation play in physical activities/sports?</p> <p>Why is respect for individual differences so important?</p> <p>How can individual differences enhance and contribute to group productivity?</p>	<p>Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful</p> <p>Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people.</p> <p>Health Concepts Define drug (something that changes the way your body or mind works)</p> <p>Describe medicine (a drug that is used to treat an illness or injury)</p> <p>List rules for taking medicine</p> <ul style="list-style-type: none"> ○ Only with permission ○ Do not take medicines that belong to others ○ Look for Mr. Yuck labels <p>Describe feelings (the way you feel inside: happy, sad, mad, scared, etc.), how you express them and appropriate/inappropriate ways to deal with uncomfortable feelings</p>	<p>BOOK: <u>Elementary Physical Education Growing Through Movement</u>. By Robert Davis</p> <p>Resources available from Poison Control Center</p> <p>www.healthteacher.com</p>

<p>Explain the concept of being safe including describing fire safety rules and gymnasium safety</p> <p>Recognize an emergency and know when to call 9-1-1</p> <p>Identify members of the community who provide health and safety services</p> <p>Identify trusted adults</p> <p>Demonstrate cooperation</p>			
---	--	--	--

HPE K.5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Recognize physical activity is important for good health</p> <p>Discuss the enjoyment of playing with friends</p> <p>Identify physical activities that are enjoyable</p> <p>Discuss the enjoyment of playing with friends</p>	<p>How can physical activity/sports provide a wide range of lifelong benefits?</p> <p>How does physical education enhance total well-being -- social, mental, emotional, and physical?</p>	<p>Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions</p>	



Diocese of Richmond
Health & PE Curriculum 2017

Grade Level: 1st Grade

HPE 1.1: The student will demonstrate competency in a variety of motor skills and movement patterns.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Identify body parts and show body awareness</p> <p>Demonstrate a variety of static and dynamic balances on line or low beam</p> <p>Participate in a variety of perceptual motor and kinesthetic activities</p> <p>Participate in a variety of creative and rhythmical movements, such as action songs and dances</p> <p>Practice smooth transitions between sequential movement skills (ex: running to a jump)</p> <p>Practice control in weight-bearing activities (ex: jumping and landing)</p>	<p>Why is the development of motor skills essential?</p> <p>Why are the skills and game knowledge important to participate in physical activities/sports?</p>	<p>Physical and cognitive skills are necessary to successfully participate in a variety of physical activities/ sports/ lifetime activities.</p>	<p><u>Aerobic Power for Kids: “Conga”</u></p> <p>BOOK: <u>Children Moving: A Reflective Approach to Teaching Physical Education with Movement Analysis Wheel</u>. By George Graham</p> <p>Booklet: Phys Ed 1st Grade</p> <p>Racing/Relays</p> <p>Quick! Line Up!” (from: The Incredible Indoor Games Book)</p> <p>“Shuffle Relay” (from: Indoor & Outdoor Games)</p> <p>Game: “Quick Eyes” (from: Book: <u>Making a Difference in P.E.</u>)</p>

<p>Explore a variety of objects and manipulative skills</p> <p>Practice control in weight-bearing activities (ex: jumping and landing)</p> <p>Demonstrate basic non-locomotor skills</p> <p>Demonstrate basic locomotor skills at a variety of speeds</p> <p>Demonstrate basic non-manipulative movements such as bending, pushing, pulling, stretching</p> <p>Participate in partner, small and large group games</p> <p>Explore parachute activities</p> <p>Practice basic control skills with a variety of objects</p> <p>Participate in individual racing and relay races</p> <p>Perform basic rolls (ex: forward, side-log, egg)</p>			
---	--	--	--

<p>Use a variety of skills such as throwing, catching, dribbling, kicking and striking with appropriate objects, individually, partner and group</p> <p>Practice jump-roping skills</p>			
---	--	--	--

HPE 1.2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Demonstrate the use of the movement concepts of directions, levels, pathways, and effort (force and speed) while performing locomotor skills</p> <p>Demonstrate agility (start, stop, change directions)</p> <p>Demonstrate movement and relationship to objects: over, under, behind, through</p>	<p>How do you move efficiently and safely within a physical setting?</p> <p>How does your movement affect your performance?</p>	<p>Efficient movement improves performance</p> <p>Physical movement can be creative, enjoyable, and individually rewarding</p>	<p><u>BOOK: No Standing Around in My Gym: Lesson plans, games, and teaching tips for elementary physical education. By JD Hughes</u></p> <p>Agility: Game: “Daytona Speedway” (from book: On the Move)</p>

HPE 1.3: The student will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Recognize that exercise increases your heart rate and keeps you healthy</p> <p>Perform stretching, muscle-strengthening and cardio-respiratory exercise</p> <p>Explore a variety of physical recreational activities</p> <p>Explain the location and function of the heart</p> <p>Identify the major body systems and their connection to personal health</p> <p>Recognize the link between personal hygiene, personal safety behaviors, medicine and drugs, nutrition and sleep on one's health</p>	<p>How do you measure one's physical fitness?</p> <p>How do you maintain physical fitness?</p> <p>Why is physical fitness important?</p>	<p>Positive decision making about fitness contributes to a healthy lifestyle.</p> <p>Body systems & functions:</p> <ul style="list-style-type: none"> ● Cardiovascular ● Skeletal ● Digestive ● muscular 	<p>See Jump Rope for Heart Volunteer's Guide</p> <p>Local YMCA</p>

HPE 1.4: The student will exhibit responsible personal and social behavior that respects self and others.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Demonstrate ability to listen to and follow rules</p> <p>Participate in partner, small group, and large group activities</p> <p>Demonstrate safe use of PE equipment</p> <p>Demonstrate the concept of maintaining personal and general space</p> <p>Demonstrate ability to share and be cooperative and safe with others</p> <p>Demonstrate proper sportsmanship in games and activities</p> <p>Stop activity immediately at a signal</p> <p>Appreciate the influence of different cultures on games, sports, play and dance</p> <p>Respect the skill level and ability of others</p>	<p>What are characteristics of good sportsmanship?</p> <p>What role does cooperation play in physical activities/sports?</p> <p>Why is respect for individual differences so important?</p> <p>How can individual differences enhance and contribute to group productivity?</p>	<p>Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful</p> <p>Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people.</p>	<p>Same as Kindergarten</p> <p>Observation</p> <p>Space: Book: Dynamic PE</p> <p>Book: Children Moving</p> <p>Observation for the remaining Benchmarks 1.4</p>

<p>Identify safe behaviors for playground use, fire and water safety, and self-propelled vehicles</p>			
<p>Identify ways to get along and cooperate with others</p>			

HPE 1.5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Benchmarks The student will be able to:	Essential Questions Questions for teachers to consider to guide inquiry	Essential Knowledge Information that supports benchmark skills.	Suggested Resources/ Experiences
Participate in regular physical activity	How can physical activity/sports provide a wide range of lifelong benefits? How does physical education enhance total well-being -- social, mental, emotional, and physical?	Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions	Class observation Have students complete an activity log at home to track their physical activity over the course of a month



Diocese of Richmond
Health & PE Curriculum 2017

Grade Level: 2nd Grade

HPE 2.1: The student will demonstrate competency in a variety of motor skills and movement patterns.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Skips using a mature pattern</p> <p>Runs with a mature pattern. Travels showing differentiation between jogging and sprinting</p> <p>Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of 1- and 2-foot take-offs & landings</p> <p>Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane</p> <p>Performs a teacher and/or student designed rhythmic activity with correct response to simple rhythms</p> <p>Balance on different bases of support, combining levels and shapes</p> <p>Balance in an inverted position with stillness and supportive base</p>	<p>Why is the development of motor skills essential?</p> <p>Why are the skills and game knowledge important to participate in physical activities/sports?</p>	<p>Physical and cognitive skills are necessary to successfully participate in a variety of physical activities/ sports/ lifetime activities.</p>	<p>PE Central</p> <p>Jumping and Landing Phys Ed booklet 2nd grade</p> <p>CD: Bible Action Songs</p> <p>BOOK: <u>Dynamic Physical Education Curriculum Guide: Lesson Plans for Implementation</u> by Robert Pangrazi</p> <p>BOOK: <u>Physical Education Curriculum Activities Kit</u> for Grades K-6 by Keg Wheeler</p> <p>BOOK: <u>Children Moving: A Reflective Approach to Teaching Physical Education with Movement Analysis Wheel</u>. By George Graham.</p> <p>BOOK: <u>No Standing Around in My Gym: Lesson plans, games, and teaching tips for</u></p>

<p>Transfer weight from feet to different body parts/bases of support for balance and/or travel</p> <p>Roll in different directions with either a narrow or curled body shape</p> <p>Differentiate among twisting, curling, bending & stretching actions.</p> <p>Combine balances and transfers into a 3-part sequence (i.e. dance, gymnastics)</p> <p>Throw underhand using a mature pattern</p> <p>Throw overhand, demonstrating 2 of the 5 critical elements of a mature pattern</p> <p>Catch a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body</p> <p>Dribble in self-space with preferred hand demonstrating a mature pattern</p> <p>Dribble using the preferred hand while walking in general space</p> <p>Dribble with the feet in general space with control of ball and body</p>			<p><u>elementary physical education</u>. By JD Hughes <u>BOOK: Elementary Physical Education Growing Through Movement</u>. By Robert Davis</p> <p>www.sparkpe.org</p> <p>Phys Ed Grade 1 p.39 “Coordination”</p> <p>Book: Teaching the Nuts & Bolts of PE p.243</p> <p>Book: Great Gator Skin Games p.13 (Tee Practice)</p>
---	--	--	--

<p>Use a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern</p> <p>Volley an object upward with consecutive hits</p> <p>Strike an object upward with a short-handled implement, using consecutive hits</p> <p>Strike a ball off a tee or cone with a bat, using correct grip and side orientation/ proper body orientation</p> <p>Jump a self-turned rope consecutively forward and backward with a mature pattern</p> <p>Jump a rope 5 times consecutively with student turners</p>			
---	--	--	--

HPE: 2.2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

Benchmarks The student will be able to:	Essential Questions Questions for teachers to consider to guide inquiry	Essential Knowledge Information that supports benchmark skills.	Suggested Resources/ Experiences
<p>Combine locomotor skills in general space to a rhythm</p> <p>Combine shapes, levels and pathways into simple travel, dance and gymnastics sequences</p> <p>Vary speed and force of movement patterns with gradual increases and decreases</p>	<p>How do you move efficiently and safely within a physical setting?</p> <p>How does your movement affect your performance?</p>	<p>Efficient movement improves performance</p> <p>Physical movement can be creative, enjoyable, and individually rewarding</p>	<p>PE Central</p> <p>Various dance routines</p> <p><u>Moving and Learning The Elementary School Physical Education Experience</u> Third Edition (1994) by Beverly Nichols</p>

HPE 2.3: The student will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Describe large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family)</p> <p>Actively engage in physical education class in response to instruction and practice</p> <p>Use own body as resistance (e.g., holds body in plank position, animal walks)4 for developing strength</p> <p>Identify physical activities that contribute to fitness</p> <p>Recognize the “good health balance” of good nutrition with physical activity</p>	<p>How do you measure one’s physical fitness?</p> <p>How do you maintain physical fitness?</p> <p>Why is physical fitness important?</p>	<p>Positive decision making about fitness contributes to a healthy lifestyle.</p>	<p>Society of Health and Physical Educators</p> <p>Kids Health www.KidsHealth.org</p> <p>American heart Association www.americanheart.org</p> <p>Wellness for Kids www.escambia.k12.fl.us</p> <p>Fitnessgram www.cooperinst.org</p>

HPE 2.4: The student will exhibit responsible personal and social behavior that respects self and others.

Benchmarks The student will be able to:	Essential Questions Questions for teachers to consider to guide inquiry	Essential Knowledge Information that supports benchmark skills.	Suggested Resources/ Experiences
<p>Practice skills with minimal teacher prompting</p> <p>Accept responsibility for class protocols with behavior and performance actions</p> <p>Accept specific corrective feedback from the teacher</p> <p>Work independently and with others in partner environments</p> <p>Recognize the role of rules and etiquette in teacher-designed physical activities</p> <p>Work independently and safely in physical education</p> <p>Use physical education equipment safely</p>	<p>What are characteristics of good sportsmanship?</p> <p>What role does cooperation play in physical activities/sports?</p> <p>Why is respect for individual differences so important?</p> <p>How can individual differences enhance and contribute to group productivity?</p>	<p>Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful</p> <p>Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people.</p>	<p>Kids Health www.KidsHealth.org</p> <p>Center for Disease Control and Prevention (CDC) Safe USA www.cdc.gov/safeusa/index.htm</p> <p>The Fitness Jumpsite www.primusweb.com/fitnesspartner</p> <p>Wellness for Kids www.escambia.k12.fl.us</p> <p>PE Central www.pecentral.vt.edu</p> <p>PBS Teacher Source www.pbs.org/teachersource</p> <p>Kids' Health www.kidshealth.org</p> <p>SHAPE magazines and publications</p>

HPE 2.5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Benchmarks The student will be able to:	Essential Questions Questions for teachers to consider to guide inquiry	Essential Knowledge Information that supports benchmark skills.	Suggested Resources/ Experiences
<p>Recognize the value of good health balance</p> <p>Compare physical activities that bring confidence and challenge</p> <p>Identify activities that provide self-expression, dance, practice tasks, game environment</p>	<p>How can physical activity/sports provide a wide range of lifelong benefits?</p> <p>How does physical education enhance total well-being -- social, mental, emotional, and physical?</p>	<p>Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions</p>	<p>www.pbs.org/teachersource</p> <p>Kids' Health www.kidshealth.org</p> <p>SHAPE magazines and publications .org</p>



Diocese of Richmond
Health & PE Curriculum 2017

Grade Level: 3rd Grade

HPE 3.1: The student will demonstrate competency in a variety of motor skills and movement patterns.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Leap using a mature pattern</p> <p>Travel showing differentiation between sprinting and running</p> <p>Jump and land in the horizontal and vertical planes using a mature pattern</p> <p>Perform teacher- selected and developmentally appropriate dance steps and movement patterns</p> <p>Perform a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation</p> <p>Balance on different bases of support, demonstrating muscular tension and extensions of free body parts</p> <p>Transfer weight from feet to hands for momentary weight support</p>	<p>Why is the development of motor skills essential?</p> <p>Why are the skills and game knowledge important to participate in physical activities/sports?</p>	<p>Physical and cognitive skills are necessary to successfully participate in a variety of physical activities/ sports/ lifetime activities.</p>	<p>Jumping/Landing: Phys Ed Grade 3 (booklet)</p> <p>When teaching rhythmic movement, have students scattered and allow them to move in any direction (don't specify right or left). Get them to clap or stomp to add more involvement. Play a slower speed song to start, until students have a feel for what they are trying to accomplish. (see book Lesson Plans for Dynamic Physical Education for Elementary School Children)</p> <p>Sequence of Locomotor skills: students scattered in area. Teacher calls out a locomotor movement which student performs. At signal (whistle), students CONTINUE with a different movement announced by the teacher, etc.</p> <p>Balance: students scattered on lines on floor. Teacher instructs walking forward, backwards, sideways on line.</p>

<p>Move into and out of gymnastics balances with curling, twisting and stretching activities</p> <p>Combine locomotor skills and movement concepts to create and perform a dance</p> <p>Combine balance and weight transfers with movement concepts to create and perform a dance</p> <p>Throw underhand to a partner or target with reasonable accuracy</p> <p>Throw overhand demonstrating 3 of the 5 critical elements of a mature pattern, in non-dynamic environments, for distance and/or force</p> <p>Catch a gently tossed hand size ball from a partner demonstrating 4 of 5 critical elements of mature pattern</p> <p>Dribble and travel in general space at slow to moderate jogging speed, with control of ball and body</p> <p>Pass and receive a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass</p> <p>Use a continuous running approach and intentionally performs a kick along the ground and kick in the air</p>			<p>Stand on one foot while bending forward at the waist. Repeat with other foot.</p> <p>Gymnastic balances: Partner Twister: Partners face and hold each other’s right hands (as if shaking). One partner swings the left leg over the head of the other and turns around taking a straddle position over the partner’s arm. The other person swings their right leg over the first partner, who has bent over. They are now back to back. First partner continues with the right leg and faces the original direction. Second partner swings the left leg over the partner’s back to return to original face to face position. (see book: Lesson Plans for Dynamic Physical Education)</p> <p>Throwing game (can be used with underhand or overhand throwing) Throwing Golf: Cones are scattered 20-30’ apart throughout area. Students in pairs or groups of three. Start each group at a different cone. See how many throws it takes, alternating throwers, using the appropriate ball, to hit a cone. Once hit, try for another, and continue until all have been hit.</p>
---	--	--	---

<p>Use a continuous running approach and kicks a stationary ball for accuracy</p> <p>Volley an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner</p> <p>Strike an object with a short-handled implement, sending it forward over a low net or to a wall</p> <p>Strike a ball with a long handled implement while using proper grip for the implement (ex: hockey stick, bat, golf club)</p> <p>Perform intermediate jump-rope skills for both long and short ropes</p>			<p>Kicking: One soccer ball per partners. As the partners move forward, pass the soccer ball back and forth (One partner starts ahead of the other).</p> <p>Volleying: Divide class so there is an equal number on each side of the net. One volleyball per pair facing each other on opposite sides of the net. Students with the ball use fingers, not tips or palms, to “push” the ball up and over the net to their partner (Fingers are spread out and the ball is forehead high, elbows out). Initially, partner catches ball. Once they have become more proficient at getting it to their partner, they can attempt to keep the ball going back and forth without catching it. (See book: Lesson Plans for Dynamic Physical Education)</p> <p>Striking: Tennis racquet per student. “Shake hands” with the racquet. Side faces net, bring arm with racquet back, keeping racket head perpendicular to court surface (facing net). Tennis ball held in other hand straight in front of body, about eye level. As ball is dropped, racquet is swung towards net striking ball. Can</p>
--	--	--	---

have a partner across net to retrieve ball and sit back as instructed above.

Striking a ball with a bat:
Student stands (holding bat, with side facing pitchers position) with knees slightly bent, elbows down, with bat close to shoulder. (Dominant hand should be near the “butt” of the bat with other hand close to dominant hand) He/she takes a slight step (sideways) toward pitcher, swings bat “through” the ball (twisting hips and torso) and extends arms. (see book: The Elementary Physical Education Workbook)

Jumping rope: short- short rope per student. Students instructed to:

Jump forward 20 times
Jump backwards 20 times
Jump alternating 3 right hops, then 3 left hops
Jump with a skier’s jump moving side to side.

Long- Groups of 3-2 rope turners and 1 jumper. They rotate so each person gets an opportunity to do each of the following:

Run through turning rope 5 time

HPE: 3.2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Recognize the concept of open spaces in a movement context</p> <p>Recognize locomotor skills specific to a wide variety of physical activities</p> <p>Combine movement concepts (directions, levels, force, time) with skills as directed by the teacher</p> <p>Employ the concept of alignment in gymnastics and dance</p> <p>Employ the concept of muscular tension with balance in gymnastics and dance</p> <p>Apply simple strategies and tactics in chasing activities</p> <p>Apply simple strategies in fleeing activities</p>	<p>How do you move efficiently and safely within a physical setting?</p> <p>How does your movement affect your performance?</p>	<p>Efficient movement improves performance</p> <p>Physical movement can be creative, enjoyable, and individually rewarding</p>	<p>A to Z Teacher Stuff www.lessonplanz.com</p> <p>Ed Helper www.edhelper.com</p> <p>Games Central Station www.gamescentralstation.com</p>

HPE 3.3: The student will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resource/ Experiences</p>
<p>Chart participation in physical activities outside physical education class</p> <p>Identify physical activity benefits to become healthier</p> <p>Engage in the activities of physical education class without teacher prompting</p> <p>Describe the concept of fitness and provides examples of physical activity to enhance fitness</p> <p>Recognize the importance of warm-up & cool-down relative to vigorous physical activity</p> <p>Demonstrate, with teacher direction, the health-related fitness components</p> <p>Identify foods that are beneficial for before and after physical activity</p>	<p>How do you measure one's physical fitness?</p> <p>How do you maintain physical fitness?</p> <p>Why is physical fitness important in maintaining our body as a temple of the Holy Spirit?</p>	<p>Positive decision making about fitness contributes to a healthy lifestyle.</p>	<p>Fitnessgram</p> <p>PE Central</p>

HPE 3.4: The student will exhibit responsible personal and social behavior that respects self and others.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Exhibit personal responsibility in teacher-directed activities</p> <p>Work independently for extended periods of time</p> <p>Accept and implement specific corrective feedback from the teacher</p> <p>Work cooperatively with others</p> <p>Praise others for their success in movement performance</p> <p>Recognize the role of rules and etiquette in physical activity with peers</p> <p>Work independently and safely in physical activity settings</p>	<p>What are characteristics of good sportsmanship?</p> <p>What role does cooperation play in physical activities/sports?</p> <p>Why is respect for individual differences so important?</p> <p>How can individual differences enhance and contribute to group productivity?</p>	<p>Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful</p> <p>Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people.</p>	<p>A to Z Teacher Stuff www.lessonplanz.com</p> <p>Ed Helper www.edhelper.com</p> <p>Games Central Station www.gamescentralstation.com</p>

HPE 3.5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Benchmarks The student will be able to:	Essential Questions Questions for teachers to consider to guide inquiry	Essential Knowledge Information that supports benchmark skills.	Suggested Resources/ Experiences
<p>Discuss the relationship between physical activity and good health</p> <p>Discuss the challenge that comes from learning a new physical activity</p> <p>Reflect on the reasons for enjoying selected physical activities</p> <p>Describe the positive social interactions that come when engaged with others in physical activity</p>	<p>How can physical activity/sports provide a wide range of lifelong benefits?</p> <p>How does physical education enhance total well-being -- social, mental, spiritual emotional, and physical?</p>	<p>Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions</p>	<p>PE Central</p> <p>Kids Health: https://kidshealth.org/en/parents/?WT.ac=p2p_tab</p>



Diocese of Richmond
Health & PE Curriculum 2017

Grade Level: 4th Grade

HPE 4.1: The student will demonstrate competency in a variety of motor skills and movement patterns.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Use various locomotor skills in a variety of small sided practice tasks, dance and educational gymnastics experiences</p> <p>Run for distance using a mature pattern</p> <p>Combine locomotor movement patterns and dance steps to create and perform an original dance</p> <p>Combine traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks</p> <p>Combine locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner</p> <p>Throw overhand using a mature pattern in non-dynamic environments</p>	<p>Why is the development of motor skills essential?</p> <p>Why are the skills and game knowledge important to participate in physical activities/sports?</p>	<p>Physical and cognitive skills are necessary to successfully participate in a variety of physical activities/ sports/ lifetime activities.</p>	<p>Students spread out in area. Direct students to walk, skip, gallop and jog (signaling between each to change movement). Then, when music begins, ask students to perform the locomotor movement they feel correlates with the music as it plays.</p> <p>Run: track laps. Divide students into groups of 4-5 (of varying running abilities) Students run for 5-10 minutes. Each lap completed counts as a point for that group.</p> <p>Students divided into 2 teams (of varying ability). One basketball. Each team is lined up, on opposite sides of the court, facing the same goal. On signal, each student moves towards goal, dribbling ball and passing 2 times before a shot is taken at the goal. Once shot is taken, student return to their lines</p>

<p>Throw overhand to a partner or at a target with accuracy at a reasonable distance</p> <p>Throw to a moving partner with reasonable accuracy in a non-dynamic environment</p> <p>Catch a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment</p> <p>Dribble in self-space with both the preferred and the nonpreferred hands using a mature pattern</p> <p>Dribble in general space with control of ball and body while increasing and decreasing speed</p> <p>Dribble with the feet in general space with control of ball and body while increasing and decreasing speed</p> <p>Pass & receive a ball with the insides of the feet to a moving partner in a non-dynamic environment</p> <p>Pass & receive a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass</p>			<p>in the same manner (dribbling and passing), giving ball to next person in line.</p> <p>Throwing overhand: set-up as softball/baseball “Throw and Run”- 2 teams: “batting” and fielding. “Batter” THROWS ball into field. Game is played as regular softball/baseball. Once everyone has “batted” switch positions.</p> <p>“Indy 500” game from PE Central</p> <p>See 3rd grade for striking an object</p> <p>See 3rd grade for striking with a bat</p>
---	--	--	---

<p>Dribble with hands or feet in combination with other skills (e.g., passing, receiving, shooting)</p> <p>Kick along the ground and in the air, and punts using mature patterns</p> <p>Volley underhand using a mature pattern, in a dynamic environment (e.g., 2 square, 4 square, handball)</p> <p>Volley a ball with a 2-hand overhead pattern, sending it upward in a mature pattern</p> <p>Strike an object with a short hand-led implement while demonstrating a mature pattern</p> <p>Strike an object with a short hand-led implement alternating hits with a partner over a low net or against a wall</p> <p>Strike an object with a long-handled implement (ex: golf club, hockey stick, bat, tennis racket, badminton racket) while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow through)</p> <p>Combine traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher and/or student designed</p>			
--	--	--	--

small sided practice-task environment Create a jump-rope routine with either a short or long rope			
---	--	--	--

HPE 4.2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Apply the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling)</p> <p>Apply the concept of closing spaces in small-sided practice tasks</p> <p>Dribble in general space with changes in direction and speed</p> <p>Combine movement concepts with skills in small-sided practice tasks, gymnastics and dance environments</p> <p>Apply the movement concepts of speed, endurance and pacing for running</p> <p>Apply the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target</p> <p>Apply simple offensive strategies and tactics in chasing and fleeing activities</p>	<p>How do you move efficiently and safely within a physical setting?</p> <p>How does your movement affect your performance?</p>	<p>Efficient movement improves performance</p> <p>Physical movement can be creative, enjoyable, and individually rewarding</p>	<p>Each student has a tennis racquet. Stands with side to net, swinging arm (with tennis racquet) back, and other arm straight in front holding tennis (ball eye level). As student side steps foot, closest to net, he drops the ball and swings the racquet “through” the ball, sending the ball over the net into the appropriate (designated square) on the other side.</p> <p>Kicking from: Ball stationary, child stationary Ball stationary, child moves up to kick Ball rolled to stationary child to kick Moving kicker kicks rolled ball Punting</p>

<p>Apply simple defensive strategies/ tactics in chasing and fleeing activities</p> <p>Recognize the types of kicks needed for different games and sports situations</p>			
--	--	--	--

HPE 4.3: The student will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Analyze opportunities for participating in physical activity outside physical education class</p> <p>Actively engage in the activities of physical education class, both teacher-directed and independent</p> <p>Identify the components of health-related fitness</p> <p>Demonstrate warmup & cooldown relative to the cardio-respiratory fitness assessment</p> <p>Complete fitness assessments (pre- & post-)</p> <p>Identify areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas</p> <p>Discuss the importance of hydration and hydration choices relative to physical activities</p>	<p>How do you measure one’s physical fitness?</p> <p>How do you maintain physical fitness?</p> <p>Why is physical fitness important?</p>	<p>Positive decision making about fitness contributes to a healthy lifestyle.</p>	<p>YMCA</p> <p>Fitness assessment: see PE Central: Cooperative Fitness Challenge; Skills Challenge</p>

HPE 4.4: The student will exhibit responsible personal and social behavior that respects self and others.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Exhibit responsible behavior in independent group situations</p> <p>Reflect on personal social behavior in physical activity</p> <p>Listen respectfully to corrective feedback from others (e.g., peers, adults)</p> <p>Praise the movement performance of others both more and less-skilled</p> <p>Accept players of all skill levels into the physical activity, recognizing that God creates us all with different abilities</p> <p>Exhibit etiquette and adherence to rules in a variety of physical activities</p> <p>Work safely with peers and equipment in physical activity settings</p>	<p>What are characteristics of good sportsmanship?</p> <p>What role does cooperation play in physical activities/sports?</p> <p>Why is respect for individual differences so important?</p> <p>How can individual differences enhance and contribute to group productivity?</p>	<p>Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful</p> <p>Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people.</p>	<p>www.pbs.org/teachersource</p> <p>Kids' Health www.kidshealth.org</p> <p>SHAPE magazines and publications .org</p>

HPE 4.5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Benchmarks The student will be able to:	Essential Questions Questions for teachers to consider to guide inquiry	Essential Knowledge Information that supports benchmark skills.	Suggested Resources/ Experiences
<p>Examine the health benefits of participating in physical activity</p> <p>Rate the enjoyment of participating in challenging and mastered physical activities</p> <p>Rank the enjoyment of participating in different physical activities</p> <p>Describe and compares the positive social interactions when engaged in partner, small-group and large-group physical activities</p>	<p>How can physical activity/sports provide a wide range of lifelong benefits?</p> <p>How does physical education enhance total well-being -- social, mental, spiritual, emotional, and physical?</p>	<p>Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions</p>	<p>www.pbs.org/teachersource</p> <p>Kids' Health www.kidshealth.org</p> <p>SHAPE magazines and publications .org</p>



Diocese of Richmond
Health & PE Curriculum

Grade Level: 5th Grade

HPE 5.1: The student will demonstrate competency in a variety of motor skills and movement patterns.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills</p>	<p>Suggested Resources/ Experiences</p>
<p>Demonstrate mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance</p> <p>Combine locomotor and manipulative skills in a variety of small-sided practice tasks/game environments</p> <p>Combine traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball)</p> <p>Use appropriate pacing for a variety of running distances</p> <p>Combine jumping and landing patterns with locomotor and manipulative skills in dance, educational gymnastics and small-sided practice tasks and games environments</p> <p>Combine locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern</p>	<p>Why is the development of motor skills essential?</p> <p>Why are the skills and game knowledge important to participate in physical activities/sports?</p>	<p>Physical and cognitive skills are necessary to successfully participate in a variety of physical activities/ sports/ lifetime activities.</p>	<p>Pass and Catch Relay: (need 2 playground balls) Players in 2 teams. Pair up students on each team and stand in columns of 2's facing the same direction. Goal line 25 yds. away. On signal, the first two players on each team run to the goal line and back again. As they run, they pass a ball back and forth between them</p> <p>Basketball Dribble relay: (1 basketball per team) Two teams line up (single-file) at one end of the basketball court facing the opposite basket. On signal, the first player on each team dribbles down the court, around a cone (under the basket) and back to their team-setting the ball on the floor in front of the next player. (see Indoor & Outdoor Games booklet)</p>

<p>Combine balance and transferring weight in a gymnastics sequence or dance with a partner</p> <p>Transfer weight in gymnastics and dance environments</p> <p>Perform curling, twisting & stretching actions with correct application in dance, gymnastics, small-sided practice tasks in games environments</p> <p>Combine locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group</p> <p>Throw underhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects</p> <p>Throw overhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects</p> <p>Throw overhand to a large target with accuracy</p> <p>Throw with accuracy, both partners moving</p> <p>Throw with reasonable accuracy in dynamic, small-sided practice tasks</p>			<p>Players space themselves around the infield of a softball diamond from 1st to 3rd base. A player starts activity by hitting the softball. The player nearest the batted ball “fields” (catches) it and throws it to the next batter. After each turn, players move clockwise one position. (see Indoor & Outdoor Games booklet)</p> <p>Basketball: Divide class into groups of 4-5 students. Each group has a basketball. A hoop is placed 20’ in front of each single-file line. On signal, first student in each line dribbles to hoop and around it, then back to the next person in their line. Once everyone has had a turn, students dribble with non-dominant hand.</p> <p>Kicking: Divide class into 4 teams of equal number of players. 1 soccer ball per group. Place 4 cones in front of each team 10’ away and each s</p> <p>“Three Flies Up” activity- Students in groups of 3 or 4: 1 batter, 1 pitcher, and the rest are fielders Batter hits ball into field where other classmates are spread out. Fielders take turns catching.</p>
--	--	--	--

<p>Catch a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a non-dynamic environment</p> <p>Catch with accuracy, both partners moving</p> <p>Catch with reasonable accuracy in dynamic, small-sided practice tasks</p> <p>Combine hand dribbling with other skills during 1v1 practice tasks</p> <p>Combine foot dribbling with other skills in 1v1 practice tasks</p> <p>Pass with the feet using a mature pattern as both partners travel. Receives a pass with the foot using a mature pattern as both partners travel</p> <p>Dribble with hands or feet with mature patterns in a variety of small-sided game forms</p> <p>Demonstrate mature patterns in kicking and punting in small-sided practice task environments</p> <p>Volley a ball using a 2-hand overhead pattern, sending it upward to a target</p>			<p>Once a player catches 3 times, he/she becomes the batter.</p> <p>Activity: “Fruit Loops Kicking” PE Central 1/2011</p> <p>Relays- to develop sports skills and cardiovascular fitness.</p>
--	--	--	---

<p>Strike an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment</p> <p>Strike a pitched ball with a bat using a mature pattern. Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game</p> <p>Combine manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball)</p> <p>Create a jump rope routine with a partner, using either a short or long rope</p>			
---	--	--	--

HPE 5.2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Combine spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance and games environments</p> <p>Combine movement concepts with skills in small-sided practice tasks in game environments, gymnastics and dance with self-direction</p> <p>Apply movement concepts to strategy in game situations. Applies the concepts of direction and force to strike an object with a long-handled implement</p> <p>Analyze movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance and gymnastics</p> <p>Apply basic offensive and defensive strategies/ tactics in invasion small-sided practice tasks</p>	<p>How do you move efficiently and safely within a physical setting?</p> <p>How does your movement affect your performance?</p>	<p>Efficient movement improves performance</p> <p>Physical movement can be creative, enjoyable, and individually rewarding</p>	<p>Activity: “Rock This Party” (Nov. 2011) PE Central 11/7/2011</p> <p>Various basketball, soccer, softball, and tennis activities. PE Central</p>

<p>Apply basic offensive and defensive strategies & tactics in net/wall small-sided practice tasks</p> <p>Recognize the type of throw, volley or striking action needed for different games & sports situations</p>			
---	--	--	--

HPE 5.3: The student will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Chart and analyze physical activity outside physical education class for fitness benefits of activities</p> <p>Actively engage in all the activities of physical education</p> <p>Differentiate between skill-related and health-related fitness</p> <p>Identify the need for warm-up & cool-down relative to various physical activities</p> <p>Analyze results of fitness assessment (pre- & post-), comparing results to fitness components for good health</p> <p>Design a fitness plan to address ways to use physical activity to enhance fitness</p> <p>Analyze the impact of food choices relative to physical activity, youth sports & personal health</p>	<p>How do you measure one’s physical fitness?</p> <p>How do you maintain physical fitness?</p> <p>Why is physical fitness important?</p>	<p>Positive decision making about fitness contributes to a healthy lifestyle.</p>	<p>“Fun, Fit and Go” PE Central 9/7/2006</p> <p>Observation</p> <p>PE Central www.pe.central.vt.edu</p> <p>Physical Education Lesson Plans and Activities www.sports-media.org</p> <p>PE Links for You PELINKS4U www.pelinks4u.org</p> <p>See Jump Rope for Heart Volunteer’s Guide</p>

HPE 5.4: The student will exhibit responsible personal and social behavior that respects self and others.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Engage in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee)</p> <p>Participate with responsible personal behavior in a variety of physical activity contexts, environments and facilities</p> <p>Exhibit respect for self with appropriate behavior while engaging in physical activity</p> <p>Give corrective feedback respectfully to peers</p> <p>Accept, recognize and actively involve others with both higher and lower skill abilities into physical activities and group projects</p> <p>Critique the etiquette involved in rules of various game activities</p> <p>Apply safety principles with age-appropriate physical activities</p>	<p>What are characteristics of good sportsmanship?</p> <p>What role does cooperation play in physical activities/sports?</p> <p>Why is respect for individual differences so important?</p> <p>How can individual differences enhance and contribute to group productivity?</p>	<p>Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful</p> <p>Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people.</p>	<p>A to Z Teacher Stuff www.lessonplanz.com</p> <p>Ed Helper www.edhelper.com</p> <p>Games Central Station www.gamescentralstation.com</p>

HPE 5.5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Compare the health benefits of participating in selected physical activities</p> <p>Express the enjoyment and/or challenge of participating in a favorite physical activity</p> <p>Analyze different physical activities for enjoyment and challenge, identify reasons for a positive or negative response</p> <p>Describe the social benefits gained from physical activity</p>	<p>How can physical activity/sports provide a wide range of lifelong benefits?</p> <p>How does physical education enhance total well-being -- social, spiritual, mental, emotional, and physical?</p>	<p>Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions</p>	<p>SHAPE Society of Health and Physical Educators www.shapeamerica.org/standards/pe</p> <p>Kids Health www.KidsHealth.org</p> <p>Wellness for Kids www.escambia.k12.fl.us</p>



Diocese of Richmond
Health & PE Curriculum 2017

Grade Level: 6th Grade

HPE 6.1: The student will demonstrate competency in a variety of motor skills and movement patterns.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Use a variety of basic and advanced movement forms</p> <p>Establish goals for flexibility, strength, endurance</p> <p>Combine locomotor and manipulative skills</p> <p>Demonstrate spatial and directional proficiency</p> <p>Evaluate and assess motor performance (peer and self)</p> <p>Employ safety practices</p> <p>Use proficient movement skills in drills and sports</p> <p>Participate in high-level lead-up games and sports</p> <p>Play lead-up games to learn rules, strategies, and skills</p> <p>Play a variety of individual and team sports</p>	<p>Why is the development of motor skills essential?</p> <p>Why are the skills and game knowledge important to participate in physical activities/sports?</p> <p>How should I behave if my team is winning? Losing? How can I positively help classmates who may have a more difficult time? How does good sportsmanship contribute to the dignity of each person?</p> <p>How does learning athletic skills enhance the health of my body as a temple of the Holy Spirit?</p>	<p>Physical and cognitive skills are necessary to successfully participate in a variety of physical activities/ sports/ lifetime activities.</p>	<p>A to Z Teacher Stuff www.lessonplanz.com</p> <p>Ed Helper www.edhelper.com</p> <p>Games Central Station www.gamescentralstation.com</p> <p>Fronske and Wilson “Teaching Cues for Basic Sport Skills for Elementary and Middle School Students”</p> <p>SHAPE Society of Health and Physical Educators www.shapeamerica.org/standards/pe</p>

<p>Demonstrate basic offensive and defensive strategies in a variety of sports</p> <p>Demonstrate correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance</p> <p>Throw with a progressing pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st base)</p> <p>Catch with a progressing pattern from a variety of trajectories using different objects in varying practice tasks</p> <p>Pass and receive with hands in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as basketball, flag football, speedball or team handball</p> <p>Throw, while stationary, a leading pass to a moving receiver</p> <p>Dribble with dominant hand using a change of speed and direction in a variety of practice tasks</p> <p>Foot-dribble or dribble with an implement with control, changing speed and direction in a variety of practice tasks</p>			
---	--	--	--

<p>Shoot on goal with power in a game environment as appropriate to the activity</p> <p>Perform a legal underhand serve with control for net/wall games such as badminton, volleyball or pickleball</p> <p>Strike with a progressing overhand pattern in a non-dynamic environment for net/wall games such as volleyball, handball, badminton or tennis</p> <p>Strike a pitched ball with an implement with force in a variety of practice tasks</p> <p>Catch, with a progressing pattern, from different trajectories using a variety of objects in a varying practice tasks</p>			
--	--	--	--

HPE: 6.2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Discuss motor and physiological fitness components: agility, power, speed, endurance</p> <p>Explain and demonstrate proper warmup and cool-down techniques</p> <p>Demonstrate knowledge of rules in games played</p> <p>Create open space by using locomotor movements (e.g., walking, running, jumping & landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace)</p> <p>Execute at least 1 the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give & go</p> <p>Reduce open space on defense by making the body larger and reducing passing angles</p>	<p>How do you move efficiently and safely within a physical setting?</p> <p>How does your movement affect your performance?</p> <p>How can I positively help classmates who may have a more difficult time? How does good sportsmanship contribute to the dignity of each person?</p> <p>How does learning athletic skills enhance the health of my body as a temple of the Holy Spirit?</p>	<p>Efficient movement improves performance</p> <p>Physical movement can be creative, enjoyable, and individually rewarding</p> <p>As Catholic people, we are charged with taking care of the gifts of life and physical health.</p>	<p>SHAPE</p> <p>PE Central www.pe.central.vt.edu</p> <p>Physical Education lesson Plans and Activities www.sports-media.org</p> <p>PE Links for You PELINKS4U www.pelinks4u.org</p>

<p>Transition from offense to defense or defense to offense by recovering quickly</p> <p>Identify open spaces and attempts to strike object into that space</p> <p>Identify the correct defensive play based on the situation (e.g., number of outs)</p>			
---	--	--	--

HPE 6.3: The student will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Explain the benefits of participation in physical activity</p> <p>Complete multiple Physical Fitness tests</p> <p>Complete a variety of fitness workouts</p> <p>Employ correct techniques and methods of stretching</p> <p>Identify major muscles used in selected physical activities</p> <p>Identify foods within each of the basic food groups and selects appropriate servings and portions for his/ her age and physical activity levels</p>	<p>How do you measure one's physical fitness?</p> <p>How do you maintain physical fitness?</p> <p>Why is physical fitness important?</p> <p>How does being physically fit contribute to the life and dignity of a person?</p>	<p>Positive decision making about fitness contributes to a healthy lifestyle.</p> <p>The body is the temple of the Holy Spirit, and we are charged with taking care of our health the best that we can.</p>	<p>SHAPE Resources and magazines Society of Health and Physical Educators www.shapeamerica.org/standards/pe</p> <p>Kids Health www.KidsHealth.org</p> <p>The Fitness Jumpsite www.primusweb.com/fitnesspartner</p> <p>American heart Association www.americanheart.org</p> <p>Wellness for Kids www.escambia.k12.fl.us</p> <p>Fitnessgram www.cooperinst.org</p> <p>Kids Running www.kidsrunning.com</p>

HPE 6.4: The student will exhibit responsible personal and social behavior that respects self and others.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Respect other students' ability and limitations</p> <p>Identify opportunities in the community for sport/leisure activities</p> <p>Develop an appreciation for lifetime activities and sports</p> <p>Demonstrate emotional control and cooperative behavior in all activities</p> <p>Demonstrate positive sportsmanship</p> <p>Exhibit personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors</p> <p>Demonstrate self-responsibility by implementing specific corrective feedback to improve performance</p> <p>Cooperate with a small group of classmates during adventure activities, game play or team-building activities</p>	<p>What are characteristics of good sportsmanship?</p> <p>What role does cooperation play in physical activities/sports?</p> <p>Why is respect for individual differences so important?</p> <p>How can individual differences enhance and contribute to group productivity?</p> <p>How can we ensure that we follow the Catholic teaching of respect for all persons and their abilities?</p>	<p>Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful</p> <p>Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people.</p> <p>We are directed by our Church to take care of our life and health, as these are gifts entrusted by God. Safe and fair participation in activities helps us and others to achieve this.</p>	<p>Society of Health and Physical Educators www.shapeamerica.org/standards/pe</p> <p>Physical Education Lesson Plans and Activities www.sports-mediaCenter for Disease Control and Prevention (CDC) Safe USA www.cdc.gov/safeusa/index.htm</p> <p>The Fitness Jumpsite www.primusweb.com/fitnesspartner</p> <p>Wellness for Kids www.escambia.k12.fl.us</p> <p>PE Central www.pecentral.vt.edu</p> <p>PBS Teacher Source www.pbs.org/teachersource</p> <p>Kids' Health www.kidshealth.org</p> <p>SHAPE magazines and publications .org</p>

Use physical activity and fitness equipment appropriately and safely, with the teacher's guidance			
--	--	--	--

HPE 6.5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Describe how being physically active leads to a healthy body</p> <p>Identify components of physical activity that provide opportunities for reducing stress and for social interaction</p> <p>Recognize individual challenges and copes in a positive way, such as extending effort, asking for help or feedback and/or modifying the tasks</p> <p>Describe how moving competently in a physical activity setting creates enjoyment</p> <p>Identify how self-expression and physical activity are related</p> <p>Respects self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity</p>	<p>How can physical activity/sports provide a wide range of lifelong benefits?</p> <p>How does physical education enhance total well-being -- social, mental, emotional, and physical?</p> <p>How does physical activity enhance the health of our bodies as temples of the Holy Spirit?</p>	<p>Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions</p> <p>The life and dignity of another person also requires respect for his/her abilities and limitations.</p> <p>If we are to continue to grow in the image of God, we should be willing to allow ourselves opportunities for improvement.</p>	<p><u>The New Games Book</u> Edited by Andrew Fluegelman Dolphin Books, Doubleday & CO. Inc. Garden City NY, 1976</p> <p><u>More New Games</u> Same information, 1981</p> <p><u>Sports Plus</u> “Developing Youth Sports Programs that Teach Positive Values” Jeffrey Pratt Breedy Ed.D Project Adventure, Oct, 1997</p> <p>SHAPE Society of Health and Physical Educators www.shapeamerica.org/standards/pe</p>

HPE 6H.1: Apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and well-being.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Explain why one needs significant friends</p> <p>Identify adult mentors, and explain how one benefits from having adult mentors in your life</p> <p>Identify factors that influence your self-image and behavior</p> <p>Describe how family and peers affect personal health</p> <p>Identify the benefits of staying tobacco, alcohol and drug-free</p> <p>Determine ways of saying no</p> <p>Describe effective assertive behaviors when saying NO: have a determined tone of voice; maintain eye contact; and have a committed facial expression</p>	<p>How can communication enhance my personal health and develop positive relationships?</p> <p>What influences my behaviors and decisions?</p> <p>What protective factors can help me avoid drug use, misuse, or abuse?</p> <p>What can I do to show or tell others that I am not interested in using illegal drugs?</p> <p>As Catholics, we are instructed to take care of our health. Explain how this should affect our decision making.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Self-image • Refusal Skills <p>It is important to have significant friends and adult mentors in one’s life.</p> <p>There is a connection between self-image and gang-related behaviors</p> <p>One’s environmental influences influence personal health</p> <p>There is a difference between communicable and noncommunicable diseases and certain behaviors can reduce or prevent the risks of contracting a disease.</p> <p>As Catholics, we are charged with considering the needs of others. Knowing communicable diseases and how to prevent their spread can help achieve this.</p>	<p>Resources for all Standards can be found on the following websites:</p> <p>SHAPE Society of Health and Physical Educators www.shapeamerica.org/standards/health</p> <p>Scholastic News magazines; <i>Choices</i> magazine www.scholastic.choices.com (Although this magazine is primarily for high school students, it does have some good and usable material for Middle School.)</p> <p>Nemours Foundation online information https://teenshealth.org (This site is designed for teens, and has information on any health topic you may want to study.)</p> <p>VDOE Virginia Department of Education SOL standards and a huge list of resources on this website www.pen.k12.va.us/instruction/health/index.shtml</p>

HPE 6H.2: Use knowledge of the body’s structure and function to make sound decisions related to personal health.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Explain and give examples of the six nutritional groups</p> <p>Recognize the seven dietary guidelines</p> <p>Understand what is meant by a serving size and how it is determined</p> <p>Explain the basic information printed on a food label</p> <p>Identify behaviors that maintain healthy body systems</p> <p>Define disease and differentiate between communicable and noncommunicable diseases</p> <p>Explain the causes, symptoms, treatment, and transmission of infectious diseases</p> <p>Describe the effects of alcohol and tobacco on body functions</p> <p>Explain how proper rest nutrition, water, and exercise can help prevent illness</p>	<p>How does what I eat affect my physical health?</p> <p>What can I do to avoid or reduce health risks?</p> <p>What affect does substance abuse have on learning?</p> <p>As Catholics, we are charged with considering the needs of others. Knowing communicable diseases and how to prevent their spread can help achieve this.</p> <p>Explain how this information can help us maintain our bodies as temples of the Holy Spirit?</p>	<ul style="list-style-type: none"> ● Dietary guidelines are related to eating habits <ul style="list-style-type: none"> ○ <u>Seven Dietary Guidelines</u>: <ul style="list-style-type: none"> ○ Eat a variety of foods; ○ Balance the food eaten with physical activity to maintain a healthy weight; ○ Limit the amount of fatty foods consumed; ○ Eat a variety of grains, vegetables, and fruits; ○ Limit salt intake; ○ Limit amount of processed sugar consumed; and ○ Do not drink alcoholic beverages. ● Body systems are interconnected ● Diseases affect the function of the body ● Alcohol, tobacco, inhalants and other drugs influence body functions. 	<ul style="list-style-type: none"> ● MyPlate ● USDA ● Team Nutrition ● National Dairy Council

HPE 6H.3: Describe the connections between mental and physical development as they relate to adolescence.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Recognize situations that are stressful for sixth graders</p> <p>Identify healthy ways to relieve stress</p> <p>Identify examples of individual differences</p> <p>Describe a friendly/respectful environment</p> <p>Demonstrate ways to show respect for God-created individual differences</p> <p>Analyze why people criticize</p> <p>Describe positive and negative ways to respond to criticism</p> <p>Explain the difference between positive and negative peer pressure</p> <p>Identify situations involving negative peer pressure</p> <p>Identify ways to handle peer pressure</p> <p>Understand the concept of body image</p> <p>Identify factors that affect perception of body image</p>	<p>What does it mean to be physically and emotionally healthy?</p> <p>What factors in my life affect my mental and emotional health?</p> <p>What can I do to prevent and resolve conflict?</p> <p>Am I recognizing God’s unique creation in others’ differences?</p> <p>How am I honoring my body as God’s creation and gift to me?</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> ● Stress ● Respect ● Criticism ● peer-pressure <p>Stress has adverse effects on the body</p> <p>It is important to respect the uniqueness and individuality of others.</p> <p>Characteristics of a respectful environment</p> <p>How to show respect for differences</p> <p>There is a difference between positive and negative criticism and the appropriate response to each.</p> <p>Appropriate responses to criticism</p> <p>Peer pressure influences decision making</p> <p>Body image and weight management influence one’s health</p>	

<p>Explore methods of determining a healthy weight</p> <p>Identify and explain illnesses related to body image and weight management including: obesity; underweight; eating disorders</p> <p>Recognize symptoms of depression, and methods of treatment</p>			
--	--	--	--

HPE 6H.4: Analyze the consequences of personal choices on health and well-being.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Identify the traits of a person with good self-image</p> <p>Explain responsible behaviors</p> <p>Demonstrate socially acceptable habits and attitudes toward success and failure</p> <p>Use God-given gifts as service to others</p> <p>Use Christian values in the decision-making process</p> <p>Demonstrate respect for all life from conception to natural death</p> <p>Display good grooming habits and personal hygiene</p> <p>Explain the mental, emotional, and physical changes of puberty and the development of adolescent independence</p>	<p>How do my choices affect my well-being?</p> <p>How can I rely on the teaching of the Catholic Church to help me make a decision?</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Responsibility <p>There is a relationship between a positive self-image and personal success</p> <p>It is important to accept responsibility for one's actions</p> <p>It is important to develop resistance skills in avoiding violence, gangs, weapons, and drugs</p> <p>There are consequences to engaging in risky behaviors</p>	



Diocese of Richmond
Health & PE Curriculum 2017

Grade Level: 7th Grade

HPE 7.1: The student will demonstrate competency in a variety of motor skills and movement patterns.

Benchmarks The student will be able to:	Essential Questions Questions for teachers to consider to guide inquiry	Essential Knowledge Information that supports benchmark skills.	Suggested Resources/ Experiences
<p>Evaluate and assess motor performance (peer and self)</p> <p>Use a variety of basic and advanced movement forms</p> <p>Establish goals for flexibility, strength, endurance</p> <p>Utilize a variety of fitness workouts</p> <p>Demonstrate proper warmup and cool-down techniques</p> <p>Demonstrate spatial and directional proficiency</p> <p>Demonstrate safety practices in activities</p> <p>Demonstrate proper form in executing skills from a variety of team sports</p> <p>Demonstrate correct rhythm and pattern for a different dance form from among folk, social, creative, line and world dance</p>	<p>Why is the development of motor skills essential?</p> <p>Why are the skills and game knowledge important to participate in physical activities/sports?</p> <p>How can I positively help classmates who may have a more difficult time? How does good sportsmanship contribute to the dignity of each person?</p> <p>How does learning athletic skills enhance the health of my body as a temple of the Holy Spirit?</p>	<p>Physical and cognitive skills are necessary to successfully participate in a variety of physical activities/ sports/ lifetime activities.</p>	<p>PE Links PELINKS4U www.pelinks4u.org</p> <p>Physical Education Lesson Plans #1 and #2 Joe Paslov http://members.tripod.com-pazz/lesson.htm/</p> <p>Fitness Jumpsite www.primusweb.com/fitnesspartner</p> <p>Wellness for Kids; www.escambia.k12.fl.us/adminoffice/Phys_Ed/well1.htm</p> <p>PE Central www.pe.central.vt.edu</p> <p>PBS Teacher Source www.pbs.org/teachersource</p> <p>SHAPE Society of Health and Physical Educators www.shapeamerica.org/standards/pe</p>

<p>Throw with a mature pattern for distance or power appropriate to the activity in a dynamic environment</p> <p>Catch with a mature pattern from a variety of trajectories using different objects in small-sided game play</p> <p>Pass and receive with feet in combination with locomotor patterns of running and change of direction and speed with competency in invasion games such as soccer or speedball</p> <p>Throw, while moving, a leading pass to a moving receiver</p> <p>Execute at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps</p> <p>Perform the following offensive skills with defensive pressure: pivot, give & go, and fakes</p> <p>Dribble with dominant and nondominant hands using a change of speed and direction in a variety of practice tasks</p> <p>Foot-dribble or dribble with an implement combined with passing in a variety of practice tasks</p> <p>Shoot on goal with power and accuracy in small-sided game play</p>			<p>Physical Education lesson plans and activities www.sports-media.org</p>
---	--	--	--

<p>Slide in all directions while on defense without crossing feet</p> <p>Execute consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball or pickleball</p> <p>Demonstrate the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis</p> <p>Forehand- and backhand-volley with a mature form and control using a short-handled implement</p> <p>Strike a pitched ball with an implement to open space in a variety of practice tasks</p> <p>Catch, with a mature pattern, from different trajectories using a variety of objects in small-sided game play</p> <p>Demonstrate correct technique for a variety of skills in 1 self-selected individual-performance activity</p>			
---	--	--	--

HPE: 7.2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

Benchmarks The student will be able to:	Essential Questions Questions for teachers to consider to guide inquiry	Essential Knowledge Information that supports benchmark skills.	Suggested Resources/ Experiences
<p>Explain and give examples of fitness components--agility, speed, power, endurance</p> <p>Explain effective offensive and defensive strategies in team sport games</p> <p>Employ skill techniques and rule knowledge while playing a variety of team sports</p> <p>Explain the differences and give examples of aerobic and anaerobic activities</p> <p>Differentiate between resting, target, and maximum heart rates</p> <p>Analyze the relationship between rhythm and sport skills</p>	<p>How do you move efficiently and safely within a physical setting?</p> <p>How does your movement affect your performance?</p> <p>How can I positively help classmates who may have a more difficult time? How does good sportsmanship contribute to the dignity of each person?</p> <p>How does learning athletic skills enhance the health of my body as a temple of the Holy Spirit?</p>	<p>Efficient movement improves performance</p> <p>Physical movement can be creative, enjoyable, and individually rewarding</p>	<p>SHAPE Society of Health and Physical Educators www.shapeamerica.org/standards/pe</p>

HPE 7.3: The student will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Benchmarks The student will be able to:	Essential Questions Questions for teachers to consider to guide inquiry	Essential Knowledge Information that supports benchmark skills.	Suggested Resources/ Experiences
<p>Participate in Physical Fitness testing</p> <p>Participate in a variety of aerobic-fitness activities using technology (ex: Dance Dance Revolution, GoNoodle, Wii Fit)</p> <p>Maintain a physical activity log for at least 2 weeks and reflects on activity levels as documented in the log</p> <p>Recognize that one's body is a temple of the Holy Spirit to honor and maintain</p>	<p>How do you measure one's physical fitness?</p> <p>How do you maintain physical fitness?</p> <p>Why is physical fitness important?</p> <p>How does fitness show respect for ourselves and our bodies as a gift from God?</p>	<p>Positive decision making about fitness contributes to a healthy lifestyle.</p>	<p>Wellness for Kids www.escambia.k12.fl.us</p> <p>Fitnessgram www.cooperinst.org</p> <p>American Heart Association www.americanheart.org</p> <p>Kids Running www.kidsrunning.com</p>

HPE 7.4: The student will exhibit responsible personal and social behavior that respects self and others.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Respect each individual’s God-given talents and ability levels</p> <p>Cooperate with a small group of classmates during adventure activities, game play or team-building activities</p>	<p>What are characteristics of good sportsmanship?</p> <p>What role does cooperation play in physical activities/sports?</p> <p>Why is respect for individual differences so important?</p> <p>How can individual differences enhance and contribute to group productivity?</p> <p>Catholic social teaching teaches us to respect life and dignity of all persons. List specific ways we can do this in athletics.</p>	<p>Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful</p> <p>Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people.</p>	<p>Center for Disease Control and Prevention Safe USA www.cdc.gov/safeusa/index.htm</p> <p>PBS Teacher Source www.pbs.org/teachersource</p> <p><u>Sports Plus: Developing Youth Sports Programs that Teach Positive Values</u> Jeffrey Pratt Breedy, Ed.D Project Adventure, 1997</p> <p>SHAPE Society of Health and Physical Educators www.shapeamerica.org/standards/pe</p>

HPE 7.5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Identify benefits of participation in physical activity</p> <p>Monitor and maintain a health-enhancing level of physical fitness</p> <p>Emphasize teamwork, fair play and fun in games</p> <p>Demonstrate sportsmanship and emotional control while participating in sport activities</p> <p>Identify opportunities for sports participation in your community</p> <p>Develop appreciation of and skill in some lifetime sport and leisure activities</p>	<p>How can physical activity/sports provide a wide range of lifelong benefits?</p> <p>How does physical education enhance total well-being -- social, mental, emotional, and physical? How does physical education help us care for ourselves God's creation?</p>	<p>Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions</p>	<p>The Fitness Jumpsite www.primusweb.com/fitnesspartners</p> <p>PELINKS4U www.pelinks4u.org</p> <p>SHAPE Society of Health and Physical Educators www.shapeamerica.org/standards/pe</p>

HPE 7H.1: Use knowledge of health concepts to make decisions related to personal safety and wellness.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Identify risky behaviors that could cause harm to self or others and less risky alternative activities</p> <p>Identify common stressors and describe some stress management techniques</p> <p>Anticipate situations in which disappointment may occur</p> <p>Discuss ways to cope with disappointment</p> <p>Identify positive and negative factors that affect academic performance</p> <p>Identify factors that affect school success over which one has control</p> <p>Identify examples of difficult family situations</p> <p>Explain how these difficult family situations may affect individual family members and explore ways to adjust to these difficult changes</p> <p>Explain a healthy relationship</p>	<p>What influences my behaviors and decisions related to wellness?</p> <p>What are strategies to prevent or minimize stress?</p> <p>What are some characteristics of healthy relationships?</p> <p>How do my friends and family influence my decisions and values?</p> <p>How should my faith help me make decisions about personal safety?</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> ● Stress ● Family relationship ● Interpersonal relationship ● Social Skills <p>There are health benefits of effectively managing stress and develop strategies for coping with disappointment</p> <p>Various factors contribute to or detract from success in school</p> <p>Difficult family situations affect individual family members</p> <p>It is important to develop meaningful interpersonal relationships</p>	<p>Resources for all Standards can be found on the following websites:</p> <p>SHAPE Society of Health and Physical Educators www.shapeamerica.org/standards/health</p> <p>Scholastic News magazines; <i>Choices</i> magazine www.scholastic.choices.com (Although this magazine is primarily for high school students, it does have some good and usable material for Middle School.)</p> <p>Nemours Foundation online information https://teenshealth.org (This site is designed for teens, and has information on any health topic you may want to study.)</p> <p>VDOE</p>

			Virginia Department of Education SOL standards and a huge list of resources on this website www.pen.k12.va.us/instruction/health/index.sht
--	--	--	--

HPE: 7H.2: Describe and exhibit the behaviors associated with a physically active and healthy lifestyle.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Explain the importance of breakfast</p> <p>Describe a healthful breakfast</p> <p>Identify nutrients that have a positive effect on physical performance</p> <p>Name some nutritious snacks</p> <p>Identify nutrient dense foods</p> <p>Identify recreational or leisure activities</p> <p>Discuss the benefits of physical activity and fitness</p> <p>Describe how sleep affects your physical and mental performance</p> <p>List the benefits of staying tobacco, alcohol, and drug-free</p> <p>Define and explain assertive behavior</p> <p>Identify strategies for assertively saying NO</p> <p>Identify strategies for avoiding alcohol, tobacco, inhalants, and other drugs</p>	<p>How do what I eat and my sleep habits affect my physical health?</p> <p>What prevents people from making healthy food choices?</p> <p>How can drug use and abuse affect my learning and relationships?</p> <p>As Catholics, we know that our bodies are temples of the Holy Spirit. How should this knowledge guide our decision-making in regards to substance abuse?</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> ● Nutrient ● Assertive behavior <p>Dietary habits affect daily performance</p> <p>It is important to participate in recreational and leisure activities.</p> <p>There are benefits of recreational and leisure activities as well as regular physical activity and fitness.</p> <p>There is a relationship between sleep and physical and mental performance</p> <p>Describe strategies for avoiding drugs, alcohol, tobacco, and inhalants</p> <p>As Catholics, we are charged with caring for our life and health, both gifts from God.</p>	<p>USDA: MyPlate</p>

HPE 7H.3: The student will describe how family and community priorities influence an individual’s ability to reduce diseases and other health problems.

Benchmarks The student will be able to:	Essential Questions Questions for teachers to consider to guide inquiry	Essential Knowledge Information that supports benchmark skills.	Suggested Resources/ Experiences
<p>Define social factors that affect community health</p> <p>Identify environmental factors that affect community health</p> <p>Identify the community’s support of recreational and leisure activities</p>	<p>How can I prevent communicable diseases?</p> <p>What agencies or organizations within my community are dedicated to health awareness?</p>	<p>There is a relationship between social and environmental factors and individual and community health.</p>	<p>‘</p>

HPE 7H.4: The student will work cooperatively with others to support and promote healthy schools, families, and communities.

Benchmarks The student will be able to:	Essential Questions Questions for teachers to consider to guide inquiry	Essential Knowledge Information that supports benchmark skills.	Suggested Resources/ Experiences
<p>Describe appropriate health practices and behaviors</p> <p>Explain appropriate methods of expressing opinions on health issues</p> <p>List the benefits of community service</p>	<p>How can goal setting promote personal health and prevent disease?</p>	<p>Individuals can influence the health of members of their community, family, and school.</p>	



Diocese of Richmond
Health & PE Curriculum

Grade Level: 8th Grade

HPE 8.1: The student will demonstrate competency in a variety of motor skills and movement patterns.

Benchmarks The student will be able to:	Essential Questions Questions for teachers to consider to guide inquiry	Essential Knowledge Information that supports benchmark skills.	Suggested Resources/ Experiences
<p>Set personal goals for fitness levels</p> <p>Participate in physical fitness tests</p> <p>Differentiate between resting, target, and maximum heart rates</p> <p>Utilize a variety of fitness workouts</p> <p>Explain muscle requirements for oxygen during exercise</p> <p>Demonstrate the ability to combine locomotor and manipulative skills in self and general space</p> <p>Play games with emphasis on teamwork, fair play, and fun</p> <p>Demonstrate a progressing skill level and knowledge of team and individual sports</p> <p>Demonstrate progressing knowledge of offensive and defensive strategies in sports</p>	<p>Why is the development of motor skills essential?</p> <p>Why are the skills and game knowledge important to participate in physical activities/sports?</p> <p>How does good sportsmanship contribute to the dignity of each person?</p> <p>How does learning athletic skills enhance the health of my body as a temple of the Holy Spirit?</p>	<p>Physical and cognitive skills are necessary to successfully participate in a variety of physical activities/ sports/ lifetime activities.</p>	<p>“Physical Education Lesson Plans #1 and #2 http://members.tripod.com-pazz/lesson.html</p> <p>PE Central www.pe.central.vt.edu</p> <p><u>Teaching Cues for Basic Sport Skills for Elementary and Middle School Students</u> Fronske and Wilson</p> <p>Games Central Station www.gamescentralstation.com</p> <p>SHAPE Society of Health and Physical Educators www.shapeamerica.org/standards/pe</p>

<p>Explain the differences and give examples of aerobic and anaerobic activities</p>			
---	--	--	--

HPE 8.2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

Benchmarks The student will be able to:	Essential Questions Questions for teachers to consider to guide inquiry	Essential Knowledge Information that supports benchmark skills.	Suggested Resources/ Experiences
<p>Analyze the relationship among rhythm, movement patterns, and sport skills</p> <p>Evaluate and assess movement performances</p>	<p>How do you move efficiently and safely within a physical setting?</p> <p>How does your movement affect your performance?</p>	<p>Efficient movement improves performance</p> <p>Physical movement can be creative, enjoyable, and individually rewarding</p>	<p>Physical Education and Lesson Plans and Activities www.sports-media.org</p> <p>SHAPE Society of Health and Physical Educators www.shapeamerica.org/standards/pe</p>

HPE 8.3: The student will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Recognize the value and benefits of being active and physically fit</p> <p>Demonstrate safety practices</p> <p>Design and implement a program of remediation for any areas of weakness based on the results of health-related fitness assessment</p> <p>Identify each of the components of the overload principle (FITT formula: frequency, intensity, time, type) for different types of physical activity (aerobic, muscular fitness and flexibility)</p>	<p>How do you measure one's physical fitness?</p> <p>How do you maintain physical fitness?</p> <p>Why is physical fitness important?</p> <p>How does being physically fit contribute to the life and dignity of a person?</p>	<p>Positive decision making about fitness contributes to a healthy lifestyle.</p>	<p>Sport Science; http://www.exploritorium.edu/sports/index.htm</p> <p>Fitness Jumpsite www.primusweb.com/fitnesspartners</p> <p>Wellness for Kids www.escambia.k12.fl.us</p> <p>American Heart Association www.americanheart.org</p> <p>Fitnessgram www.cooperinst.org</p> <p>SHAPE Society of health and Physical Educators www.shapeamerica.org/standards/pe</p>

HPE 8.4: The student will exhibit responsible personal and social behavior that respects self and others.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Demonstrate sportsmanship in all games</p> <p>Demonstrate ability to work with different people, different sized groups, and individually</p> <p>Accept differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback</p>	<p>What are characteristics of good sportsmanship?</p> <p>What role does cooperation play in physical activities/sports?</p> <p>Why is respect for individual differences so important?</p> <p>How can individual differences enhance and contribute to group productivity?</p> <p>As Catholics, we are called to respect the dignity of each person. Name ways that we can do this in athletics.</p>	<p>Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful</p> <p>Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people.</p>	<p>Center for Disease Control and Prevention www.cdc.gov/safeusa/index.htm</p> <p>Kids' Health www.kidshealth.org</p> <p>PBS Teacher Source www.pbs.org/teachersource</p> <p>SHAPE Society for Health and Physical Educators www.shapeamerica.org/standards/pe</p>

HPE 8.5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Respect each individual's ability and limitations when playing a game</p> <p>Apply rule applications to game situations</p> <p>Identify opportunities in community for participation in sport / activities</p> <p>Develop an appreciation for activities that could be enjoyed throughout one's life</p>	<p>How can physical activity/sports provide a wide range of lifelong benefits?</p> <p>How does physical education enhance total well-being -- social, mental, emotional, and physical?</p> <p>How can participation in sports and athletic activities contribute to our charge to care for our health and for others' health?</p>	<p>Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions</p>	<p><u>The New Games Book</u> Edited by Andrew Fluegelman Dolphin Books/Doubleday and Co. Inc. Garden City NY 1976</p> <p><u>More New Games</u> Same, 1981</p> <p><u>Sports Plus: Developing Youth Sports Programs that Teach Positive Values</u> Jeffrey Pratt Breedy, Ed.D. Project Adventure October, 1997</p> <p>SHAPE Society of Health and Physical Educators www.shapeamerica.org/standards/pe</p>

HPE 8H.1: The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and well-being during the adolescent years.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Identify examples of pathogenic diseases</p> <p>Identify examples of genetic diseases/disorders and age-related diseases</p> <p>Describe diseases caused by environmental factors. give examples of diseases caused by specific behaviors</p> <p>Compare and contrast communicable and noncommunicable diseases</p> <p>Describe risk factors associated with communicable and noncommunicable diseases</p> <p>Explain preventive health care measures and how they are effective for various diseases</p> <p>Describe alcohol abuse and its consequences</p> <p>Identify examples of nicotine delivery mechanisms and the health consequences of tobacco use</p> <p>Discuss adolescent mental or emotional problems</p>	<p>What can I do to avoid or reduce health risks?</p> <p>How can proper hygiene, nutrition and exercise prevent diseases?</p> <p>How can disease prevention help us obey the call to care for God’s creation? How does this help us to understand our responsibilities to care for our health and the health of others?</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> ● Pathogen ● Genetic disorder ● Communicable disease ● Preventative health care ● Immunization ● Mental health ● Emotional health ● Sedentary <p>Pathogenic, genetic, age, cultural, environmental, and behavioral factors influence the degree of risk for contracting specific diseases.</p> <p>Preventative health measures, immunization, and treatment have unique roles in disease prevention.</p> <p>Various risk factors are associated with communicable and noncommunicable diseases.</p> <p>There are short- and long-term health issues related to alcohol abuse and tobacco use</p>	<p>Resources for all Standards can be found on the following websites:</p> <p>SHAPE Society of Health and Physical Educators www.shapeamerica.org/standards/health</p> <p>Scholastic News magazines; <i>Choices</i> magazine www.scholastic.choices.com (Although this magazine is primarily for high school students, it does have some good and usable material for Middle School.)</p> <p>Nemours Foundation online information https://teenshealth.org (This site is designed for teens, and has information on any health topic you may want to study.)</p> <p>VDOE Virginia Department of Education SOL standards and a huge list of resources on this website</p>

<p>Identify healthy methods teens can use to cope with emotional health issues</p> <p>Identify medical or counseling services for mental and emotional health problems</p> <p>Identify and explain certain mental health disorders</p> <p>Compare and contrast sedentary and active lifestyles</p>			<p>www.pen.k12.va.us/instruction/health/index.shtml</p>
--	--	--	---

HPE 8H.2: The student will apply health concepts and skills to the management of personal and family health.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Identify the impact of negative peer pressure; resistance skills; problem solving; and decision making</p> <p>Discuss how resistance, problem-solving, and decision-making skills can lead to healthier decisions</p> <p>Identify how developing positive relationships promotes wellness</p> <p>Describe the goal-setting process</p> <p>Analyze why goal setting is a critical component of a personal fitness program</p> <p>Describe and give examples of the difference between short- and long-term goals</p>	<p>How does a healthy or unhealthy relationship impact personal health?</p> <p>How does goal-setting contribute to fitness achievement?</p> <p>How should our Catholic faith guide us in decision-making regarding risk behaviors?</p>	<p>There are benefits of using resistance, problem-solving, and decision-making skills for resolving health issues;</p> <p>It is important to develop relationships that are positive and promote wellness</p> <p>There are benefits of developing and implementing short- and long-term health and fitness goals that are achievable and purposeful.</p>	

HPE 8H.3: The student will make choices that demonstrate an understanding of the relationship among dietary habits and emotional and physical health.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Describe the impact of eating disorders on total wellness</p> <p>Recognize signs and symptoms of common eating disorders</p> <p>Identify the physical, mental, and emotional effects of eating disorders</p> <p>Explain why individuals develop eating disorders</p> <p>Identify how physical fitness impacts cognitive performance</p>	<p>How does nutrition contribute to mental health?</p> <p>How does physical activity contribute to mental health?</p> <p>How does physical activity and caring for our health relate to us as God’s creation?</p>	<p>There are various causes and effects of compulsive behaviors such as eating disorders.</p> <p>There is a relationship between personal health and cognitive performance.</p>	

HPE 8H.4: The student will interpret and evaluate how health information, products, services, and agencies are targeted to impact adolescents.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Identify sources of health-related information, especially for adolescents</p> <p>Evaluate which sources are more reliable and appropriate than others</p> <p>List examples of false advertising in health products</p> <p>Identify examples of consumer problems that may occur with health products or services</p> <p>Identify solutions to health product or service problems</p>	<p>Why is it important to evaluate the validity of health information?</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> ● Consumer rights ● Consumer advocate ● quackery <p>Individuals should have a personal system for reviewing appropriateness of print, audiovisual, and electronic media images;</p> <p>Multiple media resources influence on personal choices.</p> <p>Consumers have rights related to health products and services.</p>	



Diocese of Richmond
Health & PE Curriculum

Grade Level: Level I PE - High School

HPE HSI.1: The student will demonstrate competency in a variety of motor skills and movement patterns.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Demonstrate activity-specific movement skills and proper mechanics in various physical activities</p> <p>Demonstrate balance and body control while moving at different speeds while manipulating a ball of different sizes</p> <p>Demonstrate body control while striking objects</p> <p>Play modified team sports using all the basic skills and strategies of the sport and some advanced skills</p> <p>Acquire skills to participate in lifetime activities outside of school</p> <p>Demonstrate competency in dance forms used in cultural and social occasions (e.g., weddings, parties), or demonstrates competency in one form of dance (e.g., ballet, modern, hip hop, tap)</p>	<p>Why is the development of motor skills essential?</p> <p>Why are the skills and game knowledge important to participate in physical activities/sports?</p>	<p>Physical and cognitive skills are necessary to successfully participate in a variety of physical activities/ sports/ lifetime activities.</p>	<p>YouTube on sport-specific activities</p> <p>Demonstration of specific skills</p> <p>Use cues to break down skills</p> <p>Individual/partner skill development</p> <p>Small-sided games/activities</p> <p>Modified sport-specific games</p> <p>Use positive feedback during and at completion of skill practice or gameplay</p>

HPE HSI.2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Use the acquired skills to perform strategically during gameplay</p> <p>Show advanced decision-making during gameplay</p> <p>Apply the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately</p> <p>Create a practice plan to improve performance for a self-selected skill</p> <p>Identify examples of social and technical dance forms</p> <p>Use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill</p>	<p>How do you move efficiently and safely within a physical setting?</p> <p>How does your movement affect your performance?</p>	<p>Efficient movement improves performance</p> <p>Physical movement can be creative, enjoyable, and individually rewarding</p>	<p>Use various assessment methods:</p> <ul style="list-style-type: none"> ● Formative - occur throughout unit. Measures progress towards goal. ● Summative - occurs at end of unit. Determines how much learning <p>Formal/Informal: Observation of student performance</p> <p>Simple - focus on one cue in skill</p> <p>Complex - focus on entire skill/strategy</p>

HPE HSI.3: The student will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Maintain appropriate levels of aerobic capacity, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life</p> <p>Identify a variety of activities to improve all health-related fitness components</p> <p>Discuss the benefits of a physically active lifestyle as it relates to college or career productivity</p> <p>Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle</p> <p>Identify issues associated with exercising in heat, humidity and cold</p> <p>Evaluate activities that can be pursued in the local environment according to their benefits, social support network and participation requirements.</p>	<p>How do you measure one's physical fitness?</p> <p>How do you maintain physical fitness?</p> <p>Why is physical fitness important?</p>	<p>Positive decision making about fitness contributes to a healthy lifestyle.</p>	<ul style="list-style-type: none"> ● Have students write realistic goals for fitness and physical activity and help them track progress through a check sheet or log. ● Provide time for reflection after students achieve or do not achieve goals. ● Have students note how they felt when they did and did not meet their goals. ● Consider using SMART goals

<p>Evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle</p> <p>Demonstrate appropriate technique in resistance-training machines and free weights</p> <p>Relate physiological responses to individual levels of fitness and nutritional balance</p> <p>Identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion)</p> <p>Calculate target heart rate and applies that information to personal fitness plan</p> <p>Create and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings</p> <p>Identify stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, prayer, meditation) to reduce stress</p>			
---	--	--	--

HPE HSI.4: The student will exhibit responsible personal and social behavior that respects self and others.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Collaborate with peers regardless of skill level in partner and small group situations</p> <p>Recognize participation level and personal behavior to include all participants in activities</p> <p>Exhibit respectful and mature Christian behavior to contribute to a positive learning environment</p> <p>Apply best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection)</p>	<p>What are characteristics of good sportsmanship?</p> <p>What role does cooperation play in physical activities/sports?</p> <p>Why is respect for individual differences so important?</p> <p>How can individual differences enhance and contribute to group productivity?</p>	<p>Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful</p> <p>Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people.</p>	<p>Assist the class in identifying the diverse needs in the class.</p> <p>Choose groups/partners according to class strengths and weaknesses</p> <p>Stop an activity when it is evident a modification is needed.</p> <p>Develop class cooperation/behavior expectations</p>

HPE HSI.5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Describe the correlation that being physically active leads to a higher quality of life</p> <p>Display a willingness to experiment with new activities and sports</p> <p>Recognize physical activity is part of a healthy lifestyle that is unique to each individual</p> <p>Analyze the health benefits of a self-selected physical activity</p>	<p>How can physical activity/sports provide a wide range of lifelong benefits?</p> <p>How does physical education enhance total well-being -- social, mental, emotional, and physical?</p>	<p>Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions</p>	<p>Vary activity intensity.</p> <p>Discuss all feelings associated with exercise.</p> <p>Provide explanation of benefits.</p> <p>Use various technology to show performance.</p>



Diocese of Richmond
Health & PE Curriculum

Grade Level: Level II PE - High School

HPE HSII.1: The student will demonstrate competency in a variety of motor skills and movement patterns.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Demonstrate and describe offensive and defensive skills and strategies in team and individual sports</p> <p>Identify, explain, and apply the skill-related components levels in a variety of physical activities</p> <p>Demonstrate advanced skill application</p> <p>Combine and apply movement patterns simple to complex in a variety of sports</p>	<p>Why is the development of motor skills essential?</p> <p>Why are the skills and game knowledge important to participate in physical activities/sports?</p>	<p>Physical and cognitive skills are necessary to successfully participate in a variety of physical activities/ sports/ lifetime activities</p>	<p>Use positive feedback during and at completion of skill practice or gameplay</p> <p>Videotape skills/activities and critique them</p> <p>Technology for finding activities and sport-specific cues</p>

HPE HSII.2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

Benchmarks The student will be able to:	Essential Questions Questions for teachers to consider to guide inquiry	Essential Knowledge Information that supports benchmark skills.	Suggested Resources/ Experiences
<p>Discuss the impact of new skills performed by others</p> <p>Self-assess performance and make appropriate corrections in other students</p> <p>Recognize advanced skill performance in others</p>	<p>How do you move efficiently and safely within a physical setting?</p> <p>How does your movement affect your performance?</p>	<p>Efficient movement improves performance</p> <p>Physical movement can be creative, enjoyable, and individually rewarding</p>	<p>Advanced game-like situations</p> <p>Gameplay</p> <p>Tournaments</p> <p>Use positive feedback during and at completion of skill practice or gameplay</p>

HPE HSII.3: The student will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Develop an appropriate conditioning program for a sport or lifetime fitness activity</p> <p>Identify a variety of activities and how often they should be done to improve all health-related fitness components</p> <p>Identify major muscle groups of the body and correctly identify and perform weight training exercises for each muscle group</p>	<p>How do you measure one's physical fitness?</p> <p>How do you maintain physical fitness?</p> <p>Why is physical fitness important?</p>	<p>Positive decision making about fitness contributes to a healthy lifestyle.</p> <p>Develop keywords for each guideline (e.g., frequency = how often; intensity = how hard; time = how long; type = what kind).</p>	<p>Use a picture chart and have students place pictures of numbers, activities, repetitions, and time under the correct guideline.</p> <p>F.I.T.T. Have students write down the Frequency, Intensity, Time, and Type of each exercise.</p>

HPE HSII.4: The student will exhibit responsible personal and social behavior that respects self and others.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Demonstrate responsible decisions about using time, applying rules, and following through with decisions made</p> <p>Adjust participation level and personal behavior to include all participants in activities</p> <p>Solve conflicts agreeable to both parties</p>	<p>What are characteristics of good sportsmanship?</p> <p>What role does cooperation play in physical activities/sports?</p> <p>Why is respect for individual differences so important?</p> <p>How can individual differences enhance and contribute to group productivity?</p>	<p>Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful</p> <p>Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people.</p>	<p>Encourage the class to make modifications when needed and verbally recognize those choosing to do so.</p> <p>Gradually reduce the tangible reinforcements and maintain encouragement.</p>

HPE HSII.5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Incorporate physical activity as part of a healthy lifestyle that is unique to each individual</p> <p>Demonstrate strategies for including people of diverse backgrounds and abilities in physical activity</p> <p>Describe the positive feelings that result from physical activity participation alone and with others</p> <p>Participate in promoting physical activity within the school setting and in the community</p>	<p>How can physical activity/sports provide a wide range of lifelong benefits?</p> <p>How does physical education enhance total well-being -- social, mental, emotional, and physical?</p>	<p>Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions</p>	<p>Older student as a mentor</p> <p>Student as teacher assistant</p> <p>Volunteer for Special Olympics</p> <p>Use journals, pictures, or digital movies for students</p>



Diocese of Richmond
Health Curriculum

Grade Level: High School Health

HPE HSH.1: The student will apply health knowledge and skills to the development and analysis of personal goals to achieve and maintain long-term health and well-being.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Explain recommended dietary allowances (RDA)</p> <p>Explain food guide pyramid and nutritional facts panel.</p> <p>Identify various health products including: Processed vs unprocessed foods and Organic vs Natural foods</p> <p>Determine why having a decision-making process is important for selecting health products</p> <p>Identify internal and external factors that influence buying decisions</p> <p>Recognize common advertising techniques</p> <p>Describe consumer rights and identify individuals/groups who can help with consumer problems</p>	<p>Why is proper nutrition important?</p> <p>What can I do to be healthy?</p> <p>How does nutrition affect the physical well-being of an individual?</p> <p>How does advertising play a part in one's life?</p> <p>How can the misuse/abuse of prescription drugs and alcohol affect my physical and mental health?</p> <p>Is it possible to relieve stress through physical activity?</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> ● Health consumer ● Fraud ● Personal standards ● Organic food ● Natural food ● Processed foods <p>Individuals can apply personal standards regarding the use of alcohol, tobacco, and other controlled substances</p> <p>Components and implementation of a fitness and lifetime physical activity plan</p> <p>Personal parameters for appropriate and inappropriate health behaviors</p> <p>Methods of stress management, time management, conflict resolution</p> <p>To promote healthy relationships and to treat each</p>	<p>Nutrition https://www.nutrition.gov/life-stages/adolescents</p> <p>USDA www.nutrition.nal.usda.gov</p> <p>My Plate https://www.choosemyplate.gov/</p> <p>American School Health Association http://www.ashaweb.org/</p> <p>Center for Disease Control and Prevention www.cdc.gov</p> <p>Glencoe Health Book. McGraw Hill</p> <p>John's Hopkins Library http://www.hopkinsmedicine.org/healthlibrary</p>

<p>Recognize peer pressure and alcohol and other drug use</p> <p>Create a plan of action to make a commitment to be drug-free</p> <p>Describe health habits that promote personal wellness</p> <p>Identify the health consequences associated with physical inactivity</p> <p>Create a personal fitness plan</p> <p>Identify stressful situations and recognize ways to avoid situations that may cause stress</p> <p>Employ stress management strategies</p> <p>Analyze ways to resolve conflicts peacefully</p>		<p>person with love and respect in the way you would be treated.</p> <p>To promote healthy relationships that reflect our Catholic faith.</p>	
--	--	---	--

HPE HSH.2: The student will analyze and evaluate the relationship among health behaviors, disease prevention and control, and comprehensive wellness.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Identify how eating habits affect personal health</p> <p>Describe the psychological and physiological benefits of physical activity</p> <p>Identify the health benefits of regular physical activity for teenagers and for a lifetime</p> <p>Provide examples of cardiovascular activities</p> <p>Describe how a healthy cardiovascular system improves personal health</p> <p>Define non- infectious diseases</p> <p>Identify precautions you can take to prevent non-infectious diseases</p> <p>Describe how the immune system works</p>	<p>How can chronic, non-communicable diseases affect overall well-being?</p> <p>How can diseases affect my mental and emotional health?</p> <p>What goals can I set to help prevent diseases?</p> <p>Does cardiovascular disease affect everyone?</p> <p>What are the best ways to prevent non-infectious diseases?</p>	<p>Activities that improve the cardiovascular system</p> <p>Value of proper nutrition, rest, and regular activity.</p> <p>Components of a personal plan for remaining free of non-infectious diseases</p>	<p>Glencoe Health Book. McGraw and Hill</p> <p>John’s Hopkins Library http://www.hopkinsmedicine.org/healthlibrary</p> <p>New England Journal of Medicine and Research http://www.nejm.org/cardiology</p> <p>Center for Disease Control and Prevention https://www.cdc.gov/heartdisease/journal_articles.htm www.cdc.gov</p>

HPE HSH.3: The student will analyze, synthesize, and evaluate the relationship between positive health behaviors and the prevention of injury and premature death.

Benchmarks The student will be able to:	Essential Questions Questions for teachers to consider to guide inquiry	Essential Knowledge Information that supports benchmark skills.	Suggested Resources/ Experiences
<p>Identify situations with inherent risks</p> <p>Describe inappropriate actions that may contribute to injury</p> <p>Identify how alcohol and other drug use may contribute to injury and violent crimes</p> <p>Identify why learning basic first aid skills are important</p> <p>Describe the basic first aid steps for an emergency situation</p> <p>Identify life-threatening emergencies</p> <p>Describe first aid for common and life threatening emergencies</p> <p>Perform CPR correctly</p>	<p>How do I prevent unintentional injuries?</p> <p>How can unsafe behaviors affect my physical, emotional well-being?</p> <p>What is my personal responsibility to others in critical emergency situations?</p> <p>How does reacting quickly and performing CPR help save a life?</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> ● First aid ● Universal precautions <p>Examples of risky behaviors that may result in permanent disability for self or others</p> <p>Effects of alcohol and other drug use</p> <p>Situations that require first aid and CPR</p>	<p>Glencoe Health Book. McGraw and Hill</p> <p>John’s Hopkins Library http://www.hopkinsmedicine.org/healthlibrary</p> <p>American Red Cross www.redcross.org/participatmaterial</p>

HPE HSH.4: The student will use various sources of information to evaluate global health issues.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Identify the national health issues outlined in the Report of the Surgeon General</p> <p>Research community, state, national, and global health issues and evaluate their connections to personal health goals</p> <p>Identify how personal health practices can affect the health outcomes of individuals and groups</p> <p>Analyze health behaviors and practices that are common to groups of people</p> <p>Analyze the impact of unhealthy community and global practices on individuals and groups</p> <p>Explain the roles of the FDA, NIH, WHO, and CDC, how communities access information from them, and their scope of influence or the methods used to affect health practices</p>	<p>How do these issues affect the community’s well-being?</p> <p>What school and community resources are available for global health problems?</p> <p>How do these practices help unhealthy individuals and groups?</p> <p>What impact does the government have on health responsibilities?</p> <p>How does the CDC, FDA and FTC impact overall health in a community?</p>	<p>Connections between personal health goals and state or national health issues</p> <p>Benefits of information provided by the recognized sources such as state and local health departments,</p> <ul style="list-style-type: none"> ○ Food and Drug Administration (FDA), ○ The National Institutes of Health (NIH) ○ World Health Organization (WHO) ○ Centers for Disease Control and Prevention (CDC) 	<p>Center for Disease Control and Prevention www.cdc.org</p> <p>Core Group Family and Community Practices https://coregroup.secure.nonprofitssoapbox.com</p> <p>WHRO http://whro.org</p>

HPE HSH.5: The student will evaluate the benefits of collaboration in relation to community health and wellness initiatives.

<p>Benchmarks The student will be able to:</p>	<p>Essential Questions Questions for teachers to consider to guide inquiry</p>	<p>Essential Knowledge Information that supports benchmark skills.</p>	<p>Suggested Resources/ Experiences</p>
<p>Identify collaborative relationships among health professionals</p> <p>Identify health professionals, agencies, and organizations that impact community health</p> <p>Define health advocacy</p> <p>Identify community projects that promote health for children, adolescents, young adults, and older populations</p> <p>Identify the benefits of community service</p> <p>Identify examples of community projects that address health-related social issues</p> <p>Describe examples of organizations/agencies that address health-related social issues</p>	<p>How can community service help others?</p> <p>What are some ways to advocate health in the community?</p> <p>What are some ways to promote health and access to health care in the community?</p> <p>How can bullying be controlled in the community and school system?</p>	<p>Impact of developing positive relationships among health professionals for promotion of healthy communities</p> <p>Promotion of community projects</p> <p>Development of school and community health programs for citizens of all ages</p> <p>Need for community service</p> <p>Awareness of health-related social issues such as organ donation, homelessness, underage drinking, and substance abuse</p>	<p>Glencoe Health Book. McGraw and Hill</p>