PE: Kindergarten, 1st Grade, 2nd Grade

Instructional Focus:
Children in grades K-2 are very active and enjoy learning and exploring new ways to move and be active. Physical education will support the development of a wide variety of fine and gross motor activities that involve locomotion, non-locomotion, and manipulation of objects. Students will be engaged in a variety of physical activities that emphasize social interaction, future participation, and enjoyment of life-long physical activity.

Skills and Activities are based off of: "Dynamic Physical Education For Elementary School Children" by Dauer Pangrazi and Victor Dauer,

K-2 PE Standards & Objectives		
Objectives (Learning Intentions)	**Skills/Activities**	**Assessment (Success Criteria)**
Standard A: Demonstrate competency in motor and movement skills needed to perform a variety of physical activities.		
Perform various forms of loco-motor movement such as walk, run, slide, gallop, jump, hop, leap, and skip.	★ The student will demonstrate the ability to start and stop movements on a given signal ★ The student will move with locomotor skills using rhythmically accompaniment to an even beat (walking, running and jumping), & an uneven beat (galloping and skipping.)	Teacher Observation
Perform a variety of non-loco-motor skills such as balancing, bending, stretching, rocking, curling, twisting,	★ Motor Skills unit will cover all of these non-locomotor skill	Teacher Observation

turning, pushing, pulling, swinging, swaying.	★ The gymnastics and rhythm and dance unit will also include most of these skills. Using the parachute and scooters will also reinforce these skills.	
Dribble with hands and feet.	★ Basketball unit ★ Soccer unit	Teacher Observation
Dribble with short-handled and long-handled implements while stationary and moving.	★ Floor Hockey Unit	Teacher Observation
Jump and land in various combinations.	★ Jump Rope unit ★ Gymnastic unit ★ Rhythms and Dance unit	Teacher Observation
Demonstrate balance on the ground and on objects, using bases of support other than both feet.	★ Gymnastics Unit ★ Tripod ★ Bridge ★ Cartwheel	Teacher Observation
Repeatedly jump a turned rope.	★ Jump Rope Unit	Teacher Observation
Perform to music a grade-level appropriate individual or partner dance that utilizes three different patterns.	★ Rhythms and Dance unit	Teacher Observation
Perform a body roll (e.g., log roll, egg roll, shoulder roll, forward roll) followed by a weight transfer.	★ Gymnastics Unit	Teacher Observation

Strike a stationary object using hands or feet with force and accuracy.	★ Soccer Unit	Teacher Observation
Strike a stationary object using a variety of short-handled and long-handled implements.	★ Hockey Unit	Teacher Observation
Strike a moving object using hands and feet.	★ Soccer ★ Volleyball ★ Kickball Unit	Teacher Observation
Strike a moving object using short and long handled implements.	★ Hockey ★ Baseball Units	Teacher Observation
Step forward with the opposite foot during a throw.	★ Throwing ★ Tossing ★ Baseball Units	Teacher Observation
Throw or roll with force and accuracy a variety of objects.	★ Kickball Unit *throwing ★ Tossing Unit	Teacher Observation
Catch a variety of objects	★ Throwing ★ Tossing ★ Baseball Units	Teacher Observation
Volley a variety of objects using various body parts.	★ Volleyball Unit	Teacher Observation
Move with effort, time, force, and flow.	★ All Sports Units ★ All Individual Activities	Teacher Observation

Move in a variety of pathways (e.g. straight, curve, zig-zag).	★ Motor and Manipulative Skills Unit	Teacher Observation
Standard B: Apply movement concepts to the learning and performance of physical activities.		
Define open space.	★ Every sport requires the “athletic position”	Teacher Observation
Explain the importance of a wide base of support in balance activities.	★ Throwing ★ Tossing ★ Baseball Unit	Teacher Observation
Identify opportunities to use underhand and overhand movement (throw) patterns.	★ Throwing ★ Tossing ★ Baseball Unit	Teacher Observation
Identify when to begin the kicking motion when kicking a slowly rolling ball.	★ Kickball ★ Soccer Units	Teacher Observation
Explain the purpose of using a side orientation when striking a ball from a batting tee.	★ Baseball Unit	Teacher Observation
Standard C: Participate regularly in physical activity		
Participate in physical activity outside of physical education class.	★ Parks n Rec Activities ○ Basketball ○ Soccer ○ Open Swim ★ Other Community Activities	Class conversations and outside school observations dealing with physical activity outside of the Physical Education Classroom.

	○ Gymnastics ○ Norwegian Dancing ○ Swim Team ○ Petersburg Little League ★ Parent Supported Activities ○ Hiking ○ Snowshoeing ○ Biking ○ Jump roping ○ Kayaking ○ Walking	
Identify appropriate physical activities for recess and outside of school.	★ After School Clubs ★ Organized team games and individual games ★ Kickball ★ Basketball ★ Baseball ★ Jump roping ★ 4 square, walking *playing on playground equipment ★ Playing catch with a football or soft baseball.	Class conversations and outside school observations dealing with physical activity outside of the Physical Education Classroom
Attempt to perform new movement skills and activities.	★ Competency does not apply outside of the classroom	
Standard D: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.		
Understand and demonstrate the importance of a proper warm-up prior to physical activity.	★ Yoga ★ Counting heart rate ★ Stretching games	Teacher Observation

Utilize age-appropriate stretching techniques to increase flexibility.	★ Manipulative Skills Unit *bending ★ Twisting ★ Turning ★ Stretching ★ Stretch Routine	Teacher Observation
Explain ways the body responds to physical activity (e.g., sweating, increased heart rate, increased breathing).	★ Direct instruction ★ Guided group activity ★ Finding one's resting heart rate and finding their heart rates after exercising	Teacher Observation
Demonstrate activities that develop muscular strength and endurance (e.g., climbing, weight bearing).	★ Mountain Climbers ★ Soldier salutes ★ Coffee grinders ★ Sit ups ★ Heels to the heavens ★ Crunchy frogs ★ Push ups ★ Dips ★ Superman bananas ★ The list is endless…	Teacher Observation
Discuss the benefits of fitness (e.g., being fit allows me to ride my bike, why it is fun to move).	★ Direct instruction…this unit is covered several times throughout the year. ★ Muscular endurance ★ Muscular strength ★ Cardiovascular endurance ★ Flexibility ★ Body composition	Teacher Observation

Discuss the benefits of healthy food and beverage choices.	★ Covered in health curriculum but also taught in PE through direct instruction. Class discussion & food guide pyramid.	Teacher Observation
Standard E: Exhibit personal and social behavior that respects self and others in physical activity settings.		
Encourage others by using verbal and nonverbal communication.	★ Make a poster as a class to brainstorm ★ Relay activity to demonstrate these behaviors	Teacher Observation
Apply established class rules, procedures, and safe practices.	★ Have the class come up with their own classroom expectations and consequences for breaking their 'rules.' During the first week of school spend most of the class establishing and going over these procedures.	Teacher Observation
Participate cooperatively in a variety of group settings (e.g., partners, small groups, large groups) without interfering or excluding others.	★ Direct instruction. *have a lesson on how to include someone in your group if you see that person standing alone. Demonstrate what that looks like and how to take initiative and include that person in a group.	Teacher Observation
Identify reasons for rules and procedures during physical activities (e.g., safety, equipment, directions).	★ Class discussion and demonstrations of proper classroom behavior	Teacher Observation

Demonstrate respect for self and others during physical activities (e.g., taking turns, appropriate etiquette, cooperation).	★ Team work activities character education unit	Teacher Observation
Accommodate individual differences. (e.g,. ability levels, gender, ethnicity, disability among people, and physical activities of a variety of actions, culture, and ethnic origins).	★ Native and Norwegian dancing differentiate lessons for children with special needs. Ex: visually impaired, use a yellow ball. Use larger balls for children who struggle with hand-eye coordination etc..	Teacher Observation
Describe appropriate reactions to threatening and/or emergency situations common to physical activity settings (e.g., bear or moose on playground).	★ During the first week explain and have the children perform the emergency evacuation drills. ★ **For a lock down children enter the weight room in between the Parks n Rec gym and high school gym. In the pool the children enter the family bathroom. *For a fire the children go to the track with the teacher.**	Teacher Observation
Understand the importance of dressing appropriately for outdoor physical activity (e.g., layering clothing during winter, sunglasses, sunscreen).	★ Covered in Swim curriculum ○ Layering Concepts ○ Wicking material ○ Insulation ○ Shell	Teacher Observation

Select appropriate safety equipment for specific physical activities (e.g., bike helmet, personal floating device).	★ Covered in health and swim curriculum as well. Stress the dangers of not wearing safety equipment ★ Giving current statistics or reading stories about people who have been seriously injured by not having the appropriate gear will help stress the importance of safety.	Teacher Observation
Standard F: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.		
Celebrate personal successes and achievements as well as those of others.	★ Celebrate personal successes and achievements as well as those of others.	*give some type of positive reinforcement for positive behaviors witnessed in class. *incorporating lots of team building and setting a positive tone in those first few weeks will really make a huge difference. Work hard on classroom climate during those first weeks.
Exhibit verbal and non-verbal indicators of enjoyment (e.g., cheering, smiling, giving high five)	★ Exhibit verbal and non-verbal indicators of enjoyment (cheering, smiling, giving high five)	Brainstorm with the class. Ask, “What should we do when we witness a classmate achieve success?” Have the class practice with each other while doing a fun activity. Practice “put-ups” not “put-downs.”
Name physical activities that are enjoyable.	★ Name physical activities that are enjoyable.	Teacher lead brainstorm. Write ideas on a poster board.

Identify feelings resulting from challenges, successes, and failures in physical activity (i.e., happy, scared, angry, sad).	★ Explain to the children that learning new sports skills is not always easy. It takes a lot of practice and patience. Also, explain what a great feeling it is to accomplish a goal and perform a skill correctly.	Teacher Observation
Attempt new activities.	★ Explain to the children that learning new sports skills is not always easy. It takes a lot of practice and patience. Also, explain what a great feeling it is to accomplish a goal and perform a skill correctly.	Teacher Observation
Continue to participate when not successful on the first try.	★ Explain to the children that learning new sports skills is not always easy. It takes a lot of practice and patience. Also, explain what a great feeling it is to accomplish a goal and perform a skill correctly.	Teacher Observation
Try new movements and skills willingly.	★ Explain to the children that learning new sports skills is not always easy. It takes a lot of practice and patience. Also, explain what a great feeling it is to accomplish a goal and perform a skill correctly.	Teacher Observation

PE: 3rd Grade, 4th Grade, 5th Grade

Instructional Focus:
In grades 3-5, students will attain mature motor skills, use movement patterns, learn movement concepts and explore fitness concepts. Personal and social skills are emphasized through cooperative activities and the introduction of modified games.

3-5 PE Standards & Objectives		
Objectives	**Skills/Activities**	**Assessments**
Standard A: Demonstrate competency in motor and movement skills needed to perform a variety of physical activities.		
Enter, jump, and exit a long (double) rope turned by others.	★ Long Jump Rope	Teacher Observation
Jump repeatedly a self-turned rope while performing different jumping skills.	★ Short Jump Rope	Teacher Observation
Dribble an object with a hand, foot, and long-handled implement in personal and shared space.	★ Basketball ★ Soccer ★ Hockey	Teacher Observation
Perform simple, small-group balance stunts by distributing weight and	★ Partner Walking ★ Wheelbarrow	Teacher Observation

base of support.		
Kick and punt a ball at targets from varying distances.	★ Kickball ★ Soccer	Teacher Observation
Design and perform a creative dance.	★ Line Dancing ★ Movement Patterns	Teacher Observation
Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight.	★ Tumbling ★ Gymnastics ★ Movement Patterns ★ Line Dancing	Teacher Observation
Strike an object with varying force, short and long distance, using forehand, and introducing backhand strokes.	★ Hockey	Teacher Observation
Strike an object with an underhand and a side orientation.	★ Volleyball ★ Badminton	Teacher Observation
Throw overhand a ball to a target with force and accuracy.	★ Wiffle Ball ★ Kickball	Teacher Observation
Throw and catch an object with a partner while both partners are moving.	★ Basketball ★ Kickball	Teacher Observation

Volley a lightweight object repeatedly with a partner.	★ Volleyball ★ 2/4 Square	Teacher Observation
Standard B: Apply movement concepts to the learning and performance of physical activities.		
Select and practice a skill in which improvement is needed.	★ Frisbee's ★ Jump Ropes ★ Dance/Rhythmic Movements ★ Tumbling/Gymnastics ★ Cooperative Games ★ Basketball ★ Soccer ★ Floor Hockey ★ Volleyball ★ Baseball ★ Wiffle Ball ★ Track and Field Skills	Teacher Observation
Use offensive and defensive skills to obtain and maintain possession of an object.	★ Basketball ★ Soccer ★ Volleyball ★ Floor Hockey	Teacher Observation
Use a variety of spatial relationships with others in order to play or design a small-group game.	★ Basketball ★ Soccer ★ Volleyball ★ Floor Hockey ★ Tag ★ Baseball ★ Wiffle Ball	Teacher Observation
Devise cooperative strategies to keep opponents from reaching a	★ Cooperative Games ★ Basketball	Teacher Observation

specified area, person or object.	★ Soccer ★ Hockey ★ Volleyball	
Use specific feedback to improve performance.	★ Frisbee's ★ Jump Ropes ★ Dance/Rhythmic Movements ★ Tumbling/Gymnastics ★ Cooperative Games ★ Basketball ★ Soccer ★ Floor Hockey ★ Volleyball ★ Baseball ★ Wiffle Ball ★ Track and Field Skills and Strategies.	Teacher Observation
Demonstrate basic competence in game strategies and concepts.	★ Cooperative games ★ Basketball ★ Soccer ★ Floor Hockey ★ Volleyball ★ Baseball ★ Wiffle Ball	Teacher Observation
Standard C: Participate regularly in physical activity		
Consciously choose to participate in moderate to vigorous physical activity outside of physical education class on a regular basis.	★ Gymnastics ★ Basketball ★ Volleyball ★ Dance ★ Community Run/Walks	Class conversations and outside school observations dealing with physical activity outside of the Physical Education Classroom

	★ Soccer ★ Unstructured Activities	
Participate in local physical activity opportunities.	★ Gymnastics ★ Basketball ★ Volleyball ★ Dance ★ Community Run/Walks ★ Soccer ★ Unstructured Activities	Class conversations and outside school observations dealing with physical activity outside of the Physical Education Classroom
Choose to participate in structured and purposeful activity.	★ Gymnastics ★ Basketball ★ Volleyball ★ Dance ★ Community Run/Walks ★ Soccer	Class conversations and outside school observations dealing with physical activity outside of the Swim Classroom
Monitor his or her physical activity using a variety of tracking tools (e.g. fitness logs, pedometers).	★ Pedometers ★ Checking heart rate ★ Calculating distances moved (e.g. Pace Trek)	Class conversations and outside school observations dealing with physical activity outside of the Physical Education Classroom
Standard D: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.		
Participate in selected activities that develop and maintain the health-related components of fitness: muscular strength, muscular endurance, flexibility, body composition and cardiovascular endurance.	★ Jump rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball	Teacher Observation

	★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	
Compare target heart rate and perceived exertion during physical activity.	★ Jump rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	Teacher Observation Class Discussion
Measure, record, and compare the heart rate before, during, and after participation in physical activity of various levels of intensity.	★ Jump rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball	Teacher Observation Class Discussion

	★ Kickball ★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	
Engage in appropriate physical activity that results in the development of cardiovascular endurance.	★ Soccer ★ Hockey ★ Pace Trek ★ Basketball ★ Fitness Exercises	Teacher Observation
Recognize that physiological responses to exercise are associated with their own levels of fitness.	★ Jump Rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	Class Discussions

Choose to participate in activities to increase muscular strength and endurance.	★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	Teacher Observations
Explain how improved flexibility increases the ability to perform skills.	★ Fitness exercises	Class Discussions
Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity.	★ Pace Trek ★ Fitness Exercises	Class Discussions Individual Assessments
Experience the protocols and mechanics of a nationally recognized fitness assessment tool (e.g. Fitnessgram or Brockport).	★ Fitnessgram	Fitnessgram Testing
Standard E: Exhibit personal and social behavior that respects self and others in physical activity settings.		
Demonstrate awareness and participate safely when involved in activity.	★ Jump rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic movements ★ Tumbling ★ Track & Field ★ Hula Hoops ★ Scoops	Teacher Observation

	★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	
Form groups quickly when asked.	★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square ★ Baseball ★ Wiffle Ball ★ Kickball	Teacher Observation
Recognize importance of individual responsibility in a group effort.	★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ Baseball ★ Wiffle Ball ★ Kickball	Teacher Observation Class Discussion
Encourage others by using verbal and nonverbal communication.	★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square ★ Baseball ★ Wiffle Ball ★ Kickball	Teacher Observation Class Discussion

Accommodate individual differences. (e.g. ability levels, gender, ethnicity, disability among people, and physical activities of a variety of actions, culture, and ethnic origins).	★ Modified Game Activities (e.g. “bump”, “horse”, modified soccer games…)	Teacher Observation
Work productively with assigned or random groups without adult intervention.	★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square ★ Baseball ★ Wiffle Ball ★ Kickball	Teacher Observation
Contribute ideas and listen to the ideas of others in cooperative problem-solving physical activities.	★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square ★ Baseball ★ Wiffle Ball ★ Kickball	Teacher Observation Class Discussion
Act in a safe and healthy manner when confronted with conflict during physical activity.	★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square ★ Baseball	Teacher Observation Class Discussion

	★ Wiffle Ball ★ Kickball	
Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.	★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square ★ Baseball ★ Wiffle Ball ★ Kickball	Teacher Observation Class Discussion
Acknowledge one's opponent or partner before, during, and after a physical activity or game and give positive feedback on the opponent's or partner's performance.	★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square ★ Baseball ★ Wiffle Ball ★ Kickball	Teacher Observation Class Discussion
Standard F: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.		
Develop self-confidence and a positive self-image in physical activity settings.	★ Jump Rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball	Teacher Observation Class Discussion

	★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ 2/4 square ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	
Choose motivators (e.g., music, friends) that will enhance fun and enjoyment in a physical activity setting.	★ Jump Rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ 2/4 square ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	Teacher Observation Class Discussion
Participate in physical activities which will allow students to set and achieve individual and team goals.	★ Jump Rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey	Teacher Observation Class Discussion

	★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ 2/4 square ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	
Participate with others in a variety of competitive and non-competitive physical activities.	★ Jump Rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ 2/4 square ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	Teacher Observation Class Discussion

SWIM: Kindergarten, 1st Grade, 2nd Grade

Instructional Focus:
The Stedman Elementary swim program is a part of the physical education program. Students learn how to swim and learn skills for healthy living, and is an integral part of the special education program. The swim program's main focus is on water safety. It includes resource material from both AMSEA- Alaska Marine Safety Education Association and ARC- American Red Cross. The lessons are designed in particular for survival in SE Alaska. The curriculum also includes time for fitness, games, and basic life saving skills. Students are graded on skill improvement in the swimming pool. The students are also graded on being safe, kind and responsible in a pool setting.

Skills and Activities are based off of: AMSEA, Red Cross CPR, Red Cross Swim Skills

Checklists for Assessments: Checklists

K-2 Swim Standards & Objectives		
Objectives	**Skills/Activities**	**Assessments**
Standard A: Demonstrate competency in motor and movement skills needed to perform a variety of physical activities.		
Perform a variety of non-locomotor skills such as bending, balancing, stretching, rocking, curling, twisting, turning, pushing, pulling, swinging and swaying.	★ Skulling ★ Treading Water ★ Diving ★ Streamline ★ H.E.L.P Position ★ Huddle Position ★ Paddling	Teacher Observation
Jump and land in various combinations.	★ Jumping In and Leveling Off ★ Jumping In Feet First ★ Diving	Teacher Observation

Demonstrate balance on the ground and on objects, using bases of support other than both feet.	★ Jumps In and Swims to Flotation Device (Type 4 PFD)	Teacher Observation
Perform a body roll followed by a weight transfer.	★ Rolls Over Front to Back and Back to Front ★ Intro to Flip Turns	Teacher Observation
Move with effort, time, force and flow Move in a variety of pathways.	★ Front Float and Breath Holding ○ 10 Count ★ Flutter Kick with and without a Kickboard ★ Dog Paddle/Survival Stroke One Width of the Pool ★ Rhythmic Breathing with Bobs ★ Retrieves Object ★ Back Float with Sculling Arms ★ Flutter Kick ★ Dolphin Kick ★ Backstroke Arms ★ Rhythmic Breathing to the Side ★ Crawl Stroke Arms ★ Crawl Stroke One Width of the Pool ★ Gliding ★ Dog Paddle ★ Survival Stroke ★ Elementary Backstroke	Teacher Observation
Standard B: Apply movement concepts to the learning and performance of physical activities.		

Define open space	★ Finding Personal Space in the Swimming Pool, Locker-Room and Lobby	Teacher Observation
Standard C: Participate regularly in physical activity		
Participate in physical activity outside of physical education class.	★ Parks n Rec Activities ○ Basketball ○ Soccer ○ Open Swim ★ Other Community Activities ○ Gymnastics ○ Norwegian Dancing ○ Swim Team ○ Petersburg Little League ★ Parent Supported Activities ○ Hiking ○ Snowshoeing ○ Biking ○ Jump roping ○ Kayaking ○ Walking ○ Ice skating ○ Fishing ○ Hiking	Class conversations and outside school observations dealing with physical activity outside of the Swim Classroom
Standard D: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.		
Understand and demonstrate the importance of a proper warm-up prior to physical activity.	★ Stretching	Class Discussion Teacher Observation

Explain ways the body responds to physical activity e.g., sweating, increased heart rate, increased breathing).	★ Perspiration ★ Increased Heart Rate ★ Increased Breathing ★ Introduction to Swimming for Fitness ★ Treading Water	Class Discussion
Demonstrate activities that develop muscular strength and endurance.	★ Crawl Stroke ★ Backstroke ★ Treading Water ★ Dolphin Kick	Class Discussion Teacher Observation
Discuss the benefits of fitness (e.g., being fit allows me to…).	★ Defining Fitness ★ Educate the child about the benefits of physical activity (ie: health heart, strong bones, FIT principles)	Class Discussion
Standard E: Exhibit personal and social behavior that respects self and others in physical activity settings.		
Encourage others by using verbal and non verbal communication.	★ Following School Rules ★ Be safe, kind and responsible ★ Sportsmanship during relays and games	Class Discussion Teacher Observation
Apply established class rules, procedures, and safe practices.	★ Follow School Rules ★ No Running on Deck or in Locker Room ★ No Diving in Shallow End	Class Discussion Teacher Observation
Participate cooperatively in a variety of group settings without interfering or excluding others.	★ Swimming Partner Groups ★ Shelter Building, Demonstrating Huddle Position	Class Discussion Teacher Observation

	★ Demonstrate how to enter and exit a canoe with a partner ★ Paddling with a Partner ★ Apply STAY Rules	
Identify reasons for rules and procedures during physical activities.	★ Safety ★ Protecting the equipment and helps with following directions	Class Discussion Teacher Observation
Demonstrate respect for self and others during physical activities (e.g., taking turns, appropriate etiquette, cooperation).	★ Taking Turns, Swimming in Own Personal Space ★ Cooperation ★ Teamwork and Listening to the Teacher	Class Discussion Teacher Observation
Accommodate individual differences (e.g,. ability levels, gender, ethnicity, disability among people, and physical activities of a variety of actions, culture, and ethnic origins).	★ Differentiate lessons for children with differing ability levels	
Describe appropriate reactions to threatening and or/emergency situations common to physical activity settings.	★ Whales Tales" Red Cross lessons ★ Recognize the need for adult supervision any time they are around water and will seek permission before they play in the water ★ Reaching assists and how to get adult help ★ Understand what makes ice weak	Class Discussion Teacher Observation

	★ Understand how thick ice should be to go on it ★ Seeking permission from adults ★ Understands what to do if ice breaks ★ Understands the dangers of icebergs and beach ice ★ Understand hypothermia and how to dress and stay warm ★ Demonstrate what to do if muscles cramp ★ Introduction to currents ★ Students will demonstrate knowledge of life jackets ★ How to put on a life jacket ★ How to jump in the water ★ Float and swim with a life jacket ★ How to don an immersion suit in less that one minute ★ Demonstrate how to enter and exit a canoe raft or skiff ★ How to ride safely ★ Paddling techniques ★ Creating a shelter that features a floor to insulate wet ground ★ Walls to keep out the wind and rain ★ Roof to keep out elements ★ Small in size to keep warm ★ Watch a demonstration on rescue breathing ★ Demonstrate how to check the scene for safety	

	★ Demonstrate how to open the airway and get help.	
Understand the importance of dressing appropriately for outdoor physical activity (e.g., layering clothing during winter, sunglasses, sunscreen).	★ Layering Clothing ★ Wick ★ Insulate ★ Shell ★ Cotton Kills ★ Hats ★ 5 High Heat Loss Areas (head, neck, armpits, sides and groin)	Class Discussion
Select appropriate safety equipment for specific physical activities (e.g., bike helmet, personal floating device).	★ Personal Flotation Devices ★ Immersion Suits ★ Making a Personal Survival Kit	Class Discussion Teacher Observation
Standard F: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.		
Celebrate personal successes and achievements as well as others.	★ Character Education ★ Compassion ★ Empathy ★ Respect ★ Cooperation ★ Honesty ★ Empathy ★ Teamwork	Class Discussion Teacher Observation
Exhibit verbal and non-verbal indicators of enjoyment (e.g., cheering, smiling, giving high five).	★ Cheering ★ Smiling, ★ Giving high fives	Class Discussion Teacher Observation
Name physical activities that are enjoyable.	★ Discussion ★ Bulletin Board ★ Group Work	Class Discussion Teacher Observation

	★ Posters	
Identify feelings resulting from challenges, successes and failures in physical activity.	★ Group discussion ★ Team building activities	Class Discussion Teacher Observation
Attempt new activities	★ Offer natural progressions and modifications for each child	Class Discussion Teacher Observation
Continue to participate when not successful on first try.	★ Offer natural progressions and modifications for each child	Class Discussion Teacher Observation
Try new movements and skills willingly.	★ Offer natural progressions and modifications for each child	Class Discussion Teacher Observation

SWIM: 3rd Grade, 4th Grade, 5th Grade

Instructional Focus:
The Stedman Elementary swim program is a part of the physical education program. Students learn how to swim and learn skills for healthy living, and is an integral part of the special education program. The swim program's main focus is on water safety. It includes resource material from both AMSEA- Alaska Marine Safety Education Association and ARC- American Red Cross. The lessons are designed in particular for survival in SE Alaska. The curriculum also includes time for fitness, games, and basic life saving skills. Students are graded on skill improvement in the swimming pool. The students are also graded on being safe, kind and responsible in a pool setting.

Skills and Activities are based off of: AMSEA, Red Cross CPR, Red Cross Swim Skills

3-5 Swim Standards & Objectives		
Objectives	**Skills/Activities**	**Assessments**
Standard A: **Demonstrate competency in motor and movement skills needed to perform a variety of physical**		

activities.		
Throw overhand a ball to a target with force and accuracy.	★ Water Polo	Teacher Observation
Throw and catch an object with a partner while both partners are moving.	★ Water Polo ★ Partner Drills	Teacher Observation
Standard B: Apply movement concepts to the learning and performance of physical activities.		
Select and practice a skill in which improvement is needed.	★ Choice time for improvement on stroke technique or skill development	Teacher Observation
Use offensive and defensive skills to obtain and maintain possession of an object.	★ Water Polo	Teacher Observation
Use a variety of spatial relationships with others in order to play or design a small-group game.	★ Water Polo ★ Rag Tag ★ Relay Throwing Game, Hot Potato	Teacher Observation
Devise cooperative strategies to keep opponents from reaching a specified area, person or object.	★ Water Games (Ex: Marco Polo, water polo, sharks and minnows)	Teacher Observation
Demonstrate basic competence in game strategies and concepts.	★ Water Polo Game	Teacher Observation
Standard C: Participate regularly in physical activity		

Participate in moderate to vigorous activity outside of the swim class on a regular basis.	★ Parks n Rec Activities ○ Basketball ○ Soccer ○ Open Swim ★ Other Community Activities ○ Gymnastics ○ Norwegian Dancing ○ Swim Team ○ Petersburg Little League ★ Parent Supported Activities ○ Hiking ○ Snowshoeing ○ Biking ○ Jump roping ○ Kayaking ○ Walking	Class conversations and outside school observations dealing with physical activity outside of the Swim Classroom.
Identify appropriate physical activities for recess and outside of school.	★ After School Clubs ★ Organized team games and individual games ★ Kickball ★ Basketball ★ Baseball ★ Jump roping ★ 4 square, walking *playing on playground equipment ★ Playing catch with a football or soft baseball.	Class conversations and outside school observations dealing with physical activity outside of the Swim Classroom.
Choose to participate in structured and purposeful activity	★ Gymnastics ★ Basketball ★ Volleyball	Class conversations and outside school observations dealing with physical activity outside of the Swim

	★ Dance ★ Community Run/Walks ★ Soccer ★ After School Clubs	Classroom
Monitor his or her physical activity using a variety of tracking tools.	★ Fitness Log ★ Stop Watch ★ Timer Clock ★ Checking their own heart rates using a clock and basic math ★ Journal	Class conversations and outside school observations dealing with physical activity outside of the Physical Education Classroom
Standard D: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.		
Participate in selected activities that develop and maintain the health-related components of fitness: muscular strength, muscular endurance, flexibility, body composition and cardiovascular endurance.	★ Stretching ★ Yoga ★ Pilates ★ Plyometrics ★ Sprints ★ Distance swims, cross training ★ Always apply the FITT(frequency, intensity, time and type) principle	Teacher Observation
Compare target heart rate and perceived exertion during physical activity	★ Lesson on resting heart rates, target rates and the equation to finding one's heart rate while exercising	Class Discussion Teacher Observation

Measure, record, and compare the heart rate before, during, and after participation in physical activity of various levels in intensity.	★ Randomly blow the whistle to have the class find their heart rates. ★ Be sure to have the children see the difference in their heart rates after wind sprints rather than a distance swim. Anaerobic vs. aerobic exercises.	Class Discussion Teacher Observation
Engage in appropriate physical activity that results in the development of cardiovascular endurance.	★ Varying the units between distance, mid-level distance and anaerobic workouts to ensure all needs are being met	Teacher Observation
Recognize that physiological responses to exercise are associated with their own levels of fitness.	★ Direct Instruction ★ Open Discussion on Fitness and Health Topics ★ Increased Perspiration, Heart Rate and Breathing.	Class Discussion Teacher Observation
Choose to participate in activities to increase muscular strength and endurance.	★ Station Work	Class Discussion Teacher Observation
Explain how improved flexibility increases the ability to perform skills.	★ Video ★ Direct Instruction ★ Teacher Demonstration	Class Discussion Teacher Observation
Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity.	★ Distance Swims	Teacher Observation

Standard E: **Exhibit personal and social behavior that respects self and others in physical activity settings.**		
Demonstrate awareness and practice safety when involved in activity.	★ All Activities in the Pool ★ Safety is the number one goal. (These safety procedures are instilled during the first days of school.)	Class Discussion Teacher Observation
Form groups quickly when asked.	★ Whistle Mixer ★ Clapper etc.. ★ These are all activities that the children have been trained in to form groups quickly based on a whistle or a clap. (Dr. Pangrazzi)	Class Discussion Teacher Observation
Recognize the importance of individual responsibility in a group effort.	★ Character Education Unit ○ Skits ○ Direct Instruction	Class Discussion Teacher Observation
Encourage others by using verbal and nonverbal communication.	★ Role Play	Class Discussion Teacher Observation
Accommodate individual differences.	★ Constantly look to differentiate a lesson for a child who is struggling or who has special needs. (Ex: kickboard, flippers, pull buoy, extra time, separate lane, one-on-one instruction, and use of little pool to gain basic	Teacher Observation

	skills or overall confidence with water.)	
Work productively with assigned or random groups without adult intervention.	★ Lane Assignments ★ Relays ★ Team Sports	Teacher Observation
Contribute ideas and listen to the ideas of others in cooperative problem-solving physical activities.	★ Making the Human Chain ★ Human Life Raft ★ Canoeing ★ Making a Shelter	Class Discussion Teacher Observation
Acknowledge one's opponent or partner before, during and after a physical activity or game and give positive feedback on the opponent's or partner's performance.	★ Water Polo ★ Sportsmanship Lesson	Class Discussion Teacher Observation
Standard F: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.		
Develop self-confidence and a positive self-image in physical activity settings.	★ All activities…always trying our best!	Class Discussion Teacher Observation
Choose motivators that will enhance fun and enjoyment in a physical activity setting.	★ Music ★ Friends ★ Myself ★ Aide ★ Guest Visitors ★ Mixing up the Lessons ★ Culminating Events	Teacher Observation
Participate in physical activities which allow students to set and achieve individual and team goals.	★ Tracking laps swam in a journal	Teacher Observation

	★ Setting short term and long term goals ★ Timed 200 swim.	
Participate with others in a variety of competitive and non-competitive physical activities.	★ All Swimming Skills ★ AMSEA Cold Water Survival Unit ★ Shelter Unit ★ 7 Steps to Survival ★ Canoeing	Teacher Observation

Petersburg City School District

Skills for Healthy Living CURRICULUM



ELEMENTARY
(K-5)

ADOPTED: 2023

K-2 Skills for Healthy Living

Instructional Focus:
The Alaska State Standards for Skills for Healthy Living are embedded in many other curriculums and instruction that we offer at Stedman Elementary.

Standards & Objectives		
Objectives	**Skills/Activities/Resources**	**In which setting are these taught?**
Standard A: A student should be able to acquire a core knowledge related to well-being. A student who meets this conduct standard should:		
Understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors.	See Curriculum Documents for Further Skills/Activities/Resources	Swim/PE
Understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions.	See Curriculum Documents for Further Skills/Activities/Resources	2nd/3rd Grade Science
Understand and identify the causes, preventions, and treatments for diseases, disorders, injuries, and addictions.	See Curriculum Documents for Further Skills/Activities/Resources	Counseling
Recognize patterns of abuse directed at self or others and understand how to break these patterns.	See Curriculum Documents for Further Skills/Activities/Resources	Counseling

Use knowledge and skills to promote the well-being of the family.	See Curriculum Documents for Further Skills/Activities/Resources	K-5 Social Studies Counseling
Use knowledge and skills related to physical fitness, consumer health, independent living, and career choices to contribute to well-being.	See Curriculum Documents for Further Skills/Activities/Resources	Swim/PE
Understand the physical and behavioral characteristics of human sexual development and maturity.	See Curriculum Documents for Further Skills/Activities/Resources	N/A
Understand the ongoing life changes throughout the lifespan and healthful responses to these changes.	See Curriculum Documents for Further Skills/Activities/Resources	2nd Grade Science
Standard B: A student should be able to demonstrate responsibility for the student's well-being. A student who meets this conduct standard should:		
Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences.	See Curriculum Documents for Further Skills/Activities/Resources	Swim/PE Counseling
Demonstrate a variety of communication skills that contribute to well-being.	See Curriculum Documents for Further Skills/Activities/Resources	Swim/PE Counseling
Assess the effects of culture, heritage, and traditions on personal well-being.	See Curriculum Documents for Further Skills/Activities/Resources	1st/2nd Grade Social Studies
Develop an awareness of how personal life roles are affected by and contribute to the well-being of families, communities, and cultures.	See Curriculum Documents for Further Skills/Activities/Resources	2nd Grade Social Studies Counseling

Evaluate what is viewed, read, and heard for its effect on personal well-being.	See Curriculum Documents for Further Skills/Activities/Resources	Counseling Library
Understand how personal relationships, including those with family, friends, and co-workers, impact personal well-being.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Counseling/Library
Standard C: A student should understand how well-being is affected by relationships with others. A student who meets this conduct standard should:		
Resolve conflicts responsibly.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Communicate effectively within relationships**.**	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Evaluate how similarities and differences among individuals contribute to relationships.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Understand how respect for the rights of self and others contributes to relationships.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Understand how attitude and behavior affect the well-being of self and others.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Assess the effects of culture, heritage, and traditions on well-being.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Standard D: A student should be able to contribute to the well-being of families and communities. A student who meets this		

conduct standard should:		
Make responsible decisions as a member of a family or community.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Take responsible actions to create safe and healthy environments.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Describe how public policy affects the well-being of families and communities.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Identify and evaluate the roles and influences of public and private organizations that contribute to the well-being of communities.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Describe how volunteer service at all ages can enhance community wellbeing.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Use various methods of communication to promote community well-being.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library

3-5 Skills for Healthy Living

Instructional Focus:
The Alaska State Standards for Skills for Healthy Living are embedded in many other curriculums and instruction that we offer at Stedman Elementary.

Standards & Objectives

Objectives	Skills/Activities/Resources	In which setting are these taught?
Standard A: A student should be able to acquire a core knowledge related to well-being. A student who meets this conduct standard should:		
Understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors.	See Curriculum Documents for Further Skills/Activities/Resources	Swim/PE
Understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions.	See Curriculum Documents for Further Skills/Activities/Resources	Counseling
Understand and identify the causes, preventions, and treatments for diseases, disorders, injuries, and addictions.	See Curriculum Documents for Further Skills/Activities/Resources	Counseling
Recognize patterns of abuse directed at self or others and understand how to break these patterns.	See Curriculum Documents for Further Skills/Activities/Resources	Counseling
Use knowledge and skills to promote the well-being of the family.	See Curriculum Documents for Further Skills/Activities/Resources	K-5 Social Studies Counseling
Use knowledge and skills related to physical fitness, consumer health, independent living, and career choices to contribute to well-being.	See Curriculum Documents for Further Skills/Activities/Resources	Swim/PE
Understand the physical and behavioral characteristics of human sexual development and maturity.	See Curriculum Documents for Further Skills/Activities/Resources	4th/5th "Puberty Talk"

Understand the ongoing life changes throughout the lifespan and healthful responses to these changes.	See Curriculum Documents for Further Skills/Activities/Resources	3rd Grade Science
Standard B: A student should be able to demonstrate responsibility for the student's well-being. A student who meets this conduct standard should:		
Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences.	See Curriculum Documents for Further Skills/Activities/Resources	Swim/PE Counseling
Demonstrate a variety of communication skills that contribute to well-being.	See Curriculum Documents for Further Skills/Activities/Resources	Swim/PE Counseling
Assess the effects of culture, heritage, and traditions on personal well-being.	See Curriculum Documents for Further Skills/Activities/Resources	3rd/4th Grade Social Studies
Develop an awareness of how personal life roles are affected by and contribute to the well-being of families, communities, and cultures.	See Curriculum Documents for Further Skills/Activities/Resources	Counseling
Evaluate what is viewed, read, and heard for its effect on personal well-being.	See Curriculum Documents for Further Skills/Activities/Resources	Counseling Library
Understand how personal relationships, including those with family, friends, and co-workers, impact personal well-being.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Counseling/Library
Standard C: A student should understand how well-being is affected by relationships with others. A student who meets this conduct standard should:		
Resolve conflicts responsibly.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE

		Counseling/Library
Communicate effectively within relationships**.**	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Evaluate how similarities and differences among individuals contribute to relationships.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Understand how respect for the rights of self and others contributes to relationships.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Understand how attitude and behavior affect the well-being of self and others.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Assess the effects of culture, heritage, and traditions on well-being.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Standard D: A student should be able to contribute to the well-being of families and communities. A student who meets this conduct standard should:		
Make responsible decisions as a member of a family or community.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Take responsible actions to create safe and healthy environments.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Describe how public policy affects the well-being of families and communities.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library

Identify and evaluate the roles and influences of public and private organizations that contribute to the well-being of communities.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Describe how volunteer service at all ages can enhance community wellbeing.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Use various methods of communication to promote community well-being.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library

Petersburg City Schools
Box 289
Petersburg, AK 99833

PHYSICAL EDUCATION CURRICULUM GUIDE INTRODUCTION

Physical education is a necessity for the health and well-being of every student. As a unique and essential part of the total education program, physical education can significantly enhance all aspects of development including health, physical fitness, movement knowledge, academic performance, goal setting, self-esteem, stress management, and social skills.

Evidence continues to mount that regular physical activity can prevent and manage coronary heart disease, which is the leading cause of death and disability in the United States. Unfortunately, few Americans engage in regular physical activity, despite the benefits. Research findings clearly demonstrate that daily exercise, from early childhood throughout life, is a primary factor in maintaining health and enriching the quality of life. People begin to acquire and establish patterns of health-related behavior during childhood and adolescence. Schools are an efficient vehicle for providing this physical education instruction.

Although many students participate in extra-curricular athletics, and these programs may meet the movement and exercise needs of the participants during their season of competition, such programs do not accommodate all students. Therefore, we believe that physical education is an integral part of a comprehensive education and must be included on a daily basis.

Finally, it should be understood that quality physical education is predicated upon having competent, dedicated, and knowledgeable teachers who utilize appropriate instructional techniques, strategies, and assessments.

PHYSICAL EDUCATION CURRICULUM GUIDE
PROGRAM STANDARDS

As educators, we are committed to the development and implementation of quality physical education instruction. Moving Into The Future – National Standards for Physical Education, a book developed by the National Association for Sport and Physical Education (copyright 2004), should be used as the guide to the delivery of Petersburg City Schools physical education program.

The following content standards in physical education, which identify what a student should know or be able to do, will be applied to instruction at all grade levels.

A physically educated person

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Motor Skills)
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (Application)
3. Participates regularly in physical activity. (Active Living)
4. Achieves and maintains a health-enhancing level of physical fitness. (Physical Fitness)
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings. (Personal and Social Skills)
6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (Value of Exercise)

Moving Into The Future articulates the content and assessments for each standard at each grade level.

PHYSICAL EDUCATION CURRICULUM GUIDE
PROGRAM DELIVERY

Elementary:

The focus of the elementary physical education program is the introduction and exploration of physical education skills and concepts. As an important part of the elementary school program that uniquely contributes to the school's overall goals, physical education emphasizes the total development of the child (i.e., physical, motor, cognitive, social, and emotional development).

It is critical at the elementary level that students be guided through a series of developmentally appropriate experiences and activities that promote a desire to engage in physical activities, promote a sense of self worth, encourage cooperation and self-control, and lead to choices that promote a healthy life style.

NASPE's recent research recommends an increase in physical activity for children, ages 5 to 12 years of age, to a minimum of 60 minutes and up to several hours per day. To help deliver a quality physical education program, NASPE recommends a minimum of 30 minutes of structured physical education per day. This instruction is to include vigorous physical activity, diagnosis and learning of neuromuscular skills, information about physical activity and fitness, and time to enjoy the use of skills and knowledge. Even though recess is an important part of an elementary school, it should not be used as a substitute for physical education instruction.

Middle School:

The focus of the middle school physical education program is to provide a daily opportunity, or a minimum of 200 minutes per week, for students to participate in a wide variety of physical activities and experiences that promote the mastery of the core skills introduced at the elementary level. Middle school physical education will build a framework for lifetime activities and healthy living.

Middle school is a time of transition, which may bring about an upheaval in physical, emotional, social, and intellectual worlds. To successfully bridge this transition, students will explore and apply information, as well as participate in activities that empower them to assume responsibility for their own lifetime health, wellness, and fitness.

High School:

The focus of the high school physical education program is to promote healthy living and knowledge of lifetime activities. Students will take the responsibility for and apply their learning to their personal lifetime health and wellness. Freshman Physical Education is required for one semester for all 9th grade students and is a prerequisite for all other physical education courses at the high school level. To meet the National Standards and benchmarks and make fitness for life a priority, a minimum of two credits of physical education throughout their high school experience is recommended. Current PHS graduation requirements include one credit of physical education.[1]

[1] Introductory narrative borrowed with permission of Kenai Peninsula School District.

Lessons:

All lessons and activities are drawn from the following books and websites, and cover the Physical Education standards.

Books

Pangrazi, R. P., & Dauer, V. P. (1995). *Dynamic physical education for elementary school children.* 11th ed. Boston, Mass., Allyn and Bacon.

2) Lesson plans for dynamic physical education for elementary school children
Author: Pangrazi, Robert P.
Assessment Strategies for Elementary Physical Education Revised Edition

by Suzann Schiemer (Author)

Developing the physical education curriculum: an achievement-based approach
Author: Kelly, Luke E. (Luke Edward), 1952- Publisher: Waveland Press

1) Fitnessgram/Activitygram: test administration kit
Publisher: Human Kinetics
Strength Training for Young Athletes

Book by Steven J. Fleck and William J Kraemer, PH.D.

1) Quality lesson plans for secondary physical education
Author: Zakrajsek, Dorothy
Publisher: Human Kinetics

Foundations of Personal Fitness (NTC: Found of Personal Fitness)

by Don L. Rainey | Jan 1, 2005

Websites:

https://www.pecentral.org/

https://www.shapeamerica.org/

PE: Kindergarten, 1st Grade, 2nd Grade

Instructional Focus:
Children in grades K-2 are very active and enjoy learning and exploring new ways to move and be active. Physical education will support the development of a wide variety of fine and gross motor activities that involve locomotion, non-locomotion, and manipulation of objects. Students will be engaged in a variety of physical activities that emphasize social interaction, future participation, and enjoyment of life-long physical activity.

K-2 PE Standards & Objectives

Standard A: Demonstrate competency in motor and movement skills needed to perform a variety of physical activities.

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
Perform various forms of loco-motor movement such as walk, run, slide, gallop, jump, hop, leap, and skip.	★ The student will demonstrate the ability to start and stop movements on a given signal ★ The student will move with locomotor skills using rhythmically accompaniment to an even beat (walking, running and jumping), & an uneven beat (galloping and skipping.)	Teacher Observation
Perform a variety of non-loco-motor skills such as balancing, bending, stretching, rocking, curling, twisting, turning, pushing, pulling, swinging, swaying.	★ Motor Skills unit will cover all of these non-locomotor skill ★ The gymnastics and rhythm and dance unit will also include most of these skills. Using the parachute and scooters will also reinforce these skills.	Teacher Observation
Dribble with hands and feet.	★ Basketball unit ★ Soccer unit	Teacher Observation

Dribble with short-handled and long-handled implements while stationary and moving.	★ Floor Hockey Unit	Teacher Observation
Jump and land in various combinations.	★ Jump Rope unit ★ Gymnastic unit ★ Rhythms and Dance unit	Teacher Observation
Demonstrate balance on the ground and on objects, using bases of support other than both feet.	★ Gymnastics Unit ★ Tripod ★ Bridge ★ Cartwheel	Teacher Observation
Repeatedly jump a turned rope.	★ Jump Rope Unit	Teacher Observation
Perform to music a grade-level appropriate individual or partner dance that utilizes three different patterns.	★ Rhythms and Dance unit	Teacher Observation
Perform a body roll (e.g., log roll, egg roll, shoulder roll, forward roll) followed by a weight transfer.	★ Gymnastics Unit	Teacher Observation
Strike a stationary object using hands or feet with force and accuracy.	★ Soccer Unit	Teacher Observation
Strike a stationary object using a variety of short-handled and long-handled implements.	★ Hockey Unit	Teacher Observation
Strike a moving object using hands and feet.	★ Soccer ★ Volleyball ★ Kickball Unit	Teacher Observation
Strike a moving object using short and long handled implements.	★ Hockey ★ Baseball Units	Teacher Observation
Step forward with the opposite	★ Throwing ★ Tossing	Teacher Observation

foot during a throw.	★ Baseball Units	
Throw or roll with force and accuracy a variety of objects.	★ Kickball Unit *throwing ★ Tossing Unit	Teacher Observation
Catch a variety of objects	★ Throwing ★ Tossing ★ Baseball Units	Teacher Observation
Volley a variety of objects using various body parts.	★ Volleyball Unit	Teacher Observation
Move with effort, time, force, and flow.	★ All Sports Units ★ All Individual Activities	Teacher Observation
Move in a variety of pathways (e.g. straight, curve, zig-zag).	★ Motor and Manipulative Skills Unit	Teacher Observation
Standard B: Apply movement concepts to the learning and performance of physical activities.		
Objectives (Learning Intentions)	**Skills/Activities**	**Assessment (Success Criteria)**
Define open space.	★ Every sport requires the “athletic position”	Teacher Observation
Explain the importance of a wide base of support in balance activities.	★ Throwing ★ Tossing ★ Baseball Unit	Teacher Observation
Identify opportunities to use underhand and overhand movement (throw) patterns.	★ Throwing ★ Tossing ★ Baseball Unit	Teacher Observation
Identify when to begin the kicking motion when kicking a slowly rolling ball.	★ Kickball ★ Soccer Units	Teacher Observation
Explain the purpose of using a side orientation when striking a ball from a batting tee.	★ Baseball Unit	Teacher Observation

Standard C: Participate regularly in physical activity		
Objectives (Learning Intentions)	**Skills/Activities**	**Assessment (Success Criteria)**
Participate in physical activity outside of physical education class.	★ Parks n Rec Activities ○ Basketball ○ Soccer ○ Open Swim ★ Other Community Activities ○ Gymnastics ○ Norwegian Dancing ○ Swim Team ○ Petersburg Little League ★ Parent Supported Activities ○ Hiking ○ Snowshoeing ○ Biking ○ Jump roping ○ Kayaking ○ Walking	Class conversations and outside school observations dealing with physical activity outside of the Physical Education Classroom.
Identify appropriate physical activities for recess and outside of school.	★ After School Clubs ★ Organized team games and individual games ★ Kickball ★ Basketball ★ Baseball ★ Jump roping ★ 4 square, walking *playing on playground equipment ★ Playing catch with a football or soft baseball.	Class conversations and outside school observations dealing with physical activity outside of the Physical Education Classroom
Attempt to perform new movement skills and activities.	★ Competency does not apply outside of the classroom	
Standard D: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.		
Objectives (Learning Intentions)	**Skills/Activities**	**Assessment (Success Criteria)**
Understand and demonstrate the importance of a proper warm-up prior to physical	★ Yoga ★ Counting heart rate ★ Stretching games	Teacher Observation

activity.		
Utilize age-appropriate stretching techniques to increase flexibility.	★ Manipulative Skills Unit *bending ★ Twisting ★ Turning ★ Stretching ★ Stretch Routine	Teacher Observation
Explain ways the body responds to physical activity (e.g., sweating, increased heart rate, increased breathing).	★ Direct instruction ★ Guided group activity ★ Finding one's resting heart rate and finding their heart rates after exercising	Teacher Observation
Demonstrate activities that develop muscular strength and endurance (e.g., climbing, weight bearing).	★ Mountain Climbers ★ Soldier salutes ★ Coffee grinders ★ Sit ups ★ Heels to the heavens ★ Crunchy frogs ★ Push ups ★ Dips ★ Superman bananas ★ The list is endless…	Teacher Observation
Discuss the benefits of fitness (e.g., being fit allows me to ride my bike, why it is fun to move).	★ Direct instruction…this unit is covered several times throughout the year. ★ Muscular endurance ★ Muscular strength ★ Cardiovascular endurance ★ Flexibility ★ Body composition	Teacher Observation
Discuss the benefits of healthy food and beverage choices.	★ Covered in health curriculum but also taught in PE through direct instruction. Class discussion & food guide pyramid.	Teacher Observation
Standard E: Exhibit personal and social behavior that respects self and others in physical activity settings.		
Objectives (Learning Intentions)	**Skills/Activities**	**Assessment (Success Criteria)**
Encourage others by using verbal and nonverbal	★ Make a poster as a class to brainstorm	Teacher Observation

communication.	★ Relay activity to demonstrate these behaviors	
Apply established class rules, procedures, and safe practices.	★ Have the class come up with their own classroom expectations and consequences for breaking their 'rules.' During the first week of school spend most of the class establishing and going over these procedures.	Teacher Observation
Participate cooperatively in a variety of group settings (e.g., partners, small groups, large groups) without interfering or excluding others.	★ Direct instruction. *have a lesson on how to include someone in your group if you see that person standing alone. Demonstrate what that looks like and how to take initiative and include that person in a group.	Teacher Observation
Identify reasons for rules and procedures during physical activities (e.g., safety, equipment, directions).	★ Class discussion and demonstrations of proper classroom behavior	Teacher Observation
Demonstrate respect for self and others during physical activities (e.g., taking turns, appropriate etiquette, cooperation).	★ Team work activities character education unit	Teacher Observation
Accommodate individual differences. (e.g,. ability levels, gender, ethnicity, disability among people, and physical activities of a variety of actions, culture, and ethnic origins).	★ Native and Norwegian dancing differentiate lessons for children with special needs. Ex: visually impaired, use a yellow ball. Use larger balls for children who struggle with hand-eye coordination etc..	Teacher Observation
Describe appropriate reactions to threatening and/or emergency situations common to physical activity settings (e.g., bear or moose on playground).	★ During the first week explain and have the children perform the emergency evacuation drills. ★ **For a lock down children enter the weight room in between the Parks n Rec gym and high school gym. In the pool the children enter the family**	Teacher Observation

	bathroom. *For a fire the children go to the track with the teacher.	
Understand the importance of dressing appropriately for outdoor physical activity (e.g., layering clothing during winter, sunglasses, sunscreen).	★ Covered in Swim curriculum ○ Layering Concepts ○ Wicking material ○ Insulation ○ Shell	Teacher Observation
Select appropriate safety equipment for specific physical activities (e.g., bike helmet, personal floating device).	★ Covered in health and swim curriculum as well. Stress the dangers of not wearing safety equipment ★ Giving current statistics or reading stories about people who have been seriously injured by not having the appropriate gear will help stress the importance of safety.	Teacher Observation
Standard F: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.		
Objectives (Learning Intentions)	**Skills/Activities**	**Assessment (Success Criteria)**
Celebrate personal successes and achievements as well as those of others.	★ Celebrate personal successes and achievements as well as those of others.	*give some type of positive reinforcement for positive behaviors witnessed in class. *incorporating lots of team building and setting a positive tone in those first few weeks will really make a huge difference. Work hard on classroom climate during those first weeks.
Exhibit verbal and non-verbal indicators of enjoyment (e.g., cheering, smiling, giving high five)	★ Exhibit verbal and non-verbal indicators of enjoyment (cheering, smiling, giving high five)	Brainstorm with the class. Ask, “What should we do when we witness a classmate achieve success?” Have the class practice with each

		other while doing a fun activity. Practice “put-ups” not “put-downs.”
Name physical activities that are enjoyable.	★ Name physical activities that are enjoyable.	Teacher lead brainstorm. Write ideas on a poster board.
Identify feelings resulting from challenges, successes, and failures in physical activity (i.e., happy, scared, angry, sad).	★ Explain to the children that learning new sports skills is not always easy. It takes a lot of practice and patience. Also, explain what a great feeling it is to accomplish a goal and perform a skill correctly.	Teacher Observation
Attempt new activities.	★ Explain to the children that learning new sports skills is not always easy. It takes a lot of practice and patience. Also, explain what a great feeling it is to accomplish a goal and perform a skill correctly.	Teacher Observation
Continue to participate when not successful on the first try.	★ Explain to the children that learning new sports skills is not always easy. It takes a lot of practice and patience. Also, explain what a great feeling it is to accomplish a goal and perform a skill correctly.	Teacher Observation
Try new movements and skills willingly.	★ Explain to the children that learning new sports skills is not always easy. It takes a lot of practice and patience. Also, explain what a great feeling it is to accomplish a goal and perform a skill correctly.	Teacher Observation

PE: 3rd Grade, 4th Grade, 5th Grade

Instructional Focus:
In grades 3-5, students will attain mature motor skills, use movement patterns, learn movement concepts and explore fitness concepts. Personal and social skills are emphasized through cooperative activities and the introduction of modified games.

3-5 PE Standards & Objectives

Standard A: Demonstrate competency in motor and movement skills needed to perform a variety of physical activities.

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
Enter, jump, and exit a long (double) rope turned by others.	★ Long Jump Rope	Teacher Observation
Jump repeatedly a self-turned rope while performing different jumping skills.	★ Short Jump Rope	Teacher Observation
Dribble an object with a hand, foot, and long-handled implement in personal and shared space.	★ Basketball ★ Soccer ★ Hockey	Teacher Observation

Perform simple, small-group balance stunts by distributing weight and base of support.	★ Partner Walking ★ Wheelbarrow	Teacher Observation
Kick and punt a ball at targets from varying distances.	★ Kickball ★ Soccer	Teacher Observation
Design and perform a creative dance.	★ Line Dancing ★ Movement Patterns	Teacher Observation
Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight.	★ Tumbling ★ Gymnastics ★ Movement Patterns ★ Line Dancing	Teacher Observation
Strike an object with varying force, short and long distance, using forehand, and introducing backhand strokes.	★ Hockey	Teacher Observation
Strike an object with an underhand and a side orientation.	★ Volleyball ★ Badminton	Teacher Observation
Throw overhand a ball to a target with force and accuracy.	★ Wiffle Ball ★ Kickball	Teacher Observation
Throw and catch an object with a partner while both partners are moving.	★ Basketball ★ Kickball	Teacher Observation
Volley a lightweight object repeatedly with a partner.	★ Volleyball ★ 2/4 Square	Teacher Observation
Standard B: Apply movement concepts to the learning and performance of physical activities.		

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
Select and practice a skill in which improvement is needed.	★ Frisbee's ★ Jump Ropes ★ Dance/Rhythmic Movements ★ Tumbling/Gymnastics ★ Cooperative Games ★ Basketball ★ Soccer ★ Floor Hockey ★ Volleyball ★ Baseball ★ Wiffle Ball ★ Track and Field Skills	Teacher Observation
Use offensive and defensive skills to obtain and maintain possession of an object.	★ Basketball ★ Soccer ★ Volleyball ★ Floor Hockey	Teacher Observation
Use a variety of spatial relationships with others in order to play or design a small-group game.	★ Basketball ★ Soccer ★ Volleyball ★ Floor Hockey ★ Tag ★ Baseball ★ Wiffle Ball	Teacher Observation
Devise cooperative strategies to keep opponents from reaching a specified area, person or object.	★ Cooperative Games ★ Basketball ★ Soccer ★ Hockey ★ Volleyball	Teacher Observation
Use specific feedback to improve performance.	★ Frisbee's ★ Jump Ropes ★ Dance/Rhythmic Movements ★ Tumbling/Gymnastics ★ Cooperative Games ★ Basketball ★ Soccer ★ Floor Hockey ★ Volleyball ★ Baseball ★ Wiffle Ball	Teacher Observation

	★ Track and Field Skills and Strategies.	
Demonstrate basic competence in game strategies and concepts.	★ Cooperative games ★ Basketball ★ Soccer ★ Floor Hockey ★ Volleyball ★ Baseball ★ Wiffle Ball	Teacher Observation
Standard C: Participate regularly in physical activity		
Objectives (Learning Intentions)	**Skills/Activities**	**Assessment (Success Criteria)**
Consciously choose to participate in moderate to vigorous physical activity outside of physical education class on a regular basis.	★ Gymnastics ★ Basketball ★ Volleyball ★ Dance ★ Community Run/Walks ★ Soccer ★ Unstructured Activities	Class conversations and outside school observations dealing with physical activity outside of the Physical Education Classroom
Participate in local physical activity opportunities.	★ Gymnastics ★ Basketball ★ Volleyball ★ Dance ★ Community Run/Walks ★ Soccer ★ Unstructured Activities	Class conversations and outside school observations dealing with physical activity outside of the Physical Education Classroom
Choose to participate in structured and purposeful activity.	★ Gymnastics ★ Basketball ★ Volleyball ★ Dance ★ Community Run/Walks ★ Soccer	Class conversations and outside school observations dealing with physical activity outside of the Swim Classroom
Monitor his or her physical activity using a variety of tracking tools (e.g. fitness logs, pedometers).	★ Pedometers ★ Checking heart rate ★ Calculating distances moved (e.g. Pace Trek)	Class conversations and outside school observations dealing with physical activity outside of the Physical Education Classroom
Standard D: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.		

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
Participate in selected activities that develop and maintain the health-related components of fitness: muscular strength, muscular endurance, flexibility, body composition and cardiovascular endurance.	★ Jump rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	Teacher Observation
Compare target heart rate and perceived exertion during physical activity.	★ Jump rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	Teacher Observation Class Discussion
Measure, record, and compare the heart rate before, during, and after participation in physical activity of various levels of intensity.	★ Jump rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic Movements	Teacher Observation Class Discussion

	★ Tumbling ★ Track & Field ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	
Engage in appropriate physical activity that results in the development of cardiovascular endurance.	★ Soccer ★ Hockey ★ Pace Trek ★ Basketball ★ Fitness Exercises	Teacher Observation
Recognize that physiological responses to exercise are associated with their own levels of fitness.	★ Jump Rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	Class Discussions
Choose to participate in activities to increase muscular strength and endurance.	★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	Teacher Observations
Explain how improved flexibility increases the ability to perform skills.	★ Fitness exercises	Class Discussions
Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity.	★ Pace Trek ★ Fitness Exercises	Class Discussions Individual Assessments

Experience the protocols and mechanics of a nationally recognized fitness assessment tool (e.g. Fitnessgram or Brockport).	★ Fitnessgram	Fitnessgram Testing
Standard E: Exhibit personal and social behavior that respects self and others in physical activity settings.		
Objectives (Learning Intentions)	**Skills/Activities**	**Assessment (Success Criteria)**
Demonstrate awareness and participate safely when involved in activity.	★ Jump rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic movements ★ Tumbling ★ Track & Field ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	Teacher Observation
Form groups quickly when asked.	★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square ★ Baseball ★ Wiffle Ball ★ Kickball	Teacher Observation
Recognize the importance of individual responsibility in a group effort.	★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ Baseball ★ Wiffle Ball	Teacher Observation Class Discussion

	★ Kickball	
Encourage others by using verbal and nonverbal communication.	★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square ★ Baseball ★ Wiffle Ball ★ Kickball	Teacher Observation Class Discussion
Accommodate individual differences. (e.g. ability levels, gender, ethnicity, disability among people, and physical activities of a variety of actions, culture, and ethnic origins).	★ Modified Game Activities (e.g. “bump”, “horse”, modified soccer games…)	Teacher Observation
Work productively with assigned or random groups without adult intervention.	★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square ★ Baseball ★ Wiffle Ball ★ Kickball	Teacher Observation
Contribute ideas and listen to the ideas of others in cooperative problem-solving physical activities.	★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square ★ Baseball ★ Wiffle Ball ★ Kickball	Teacher Observation Class Discussion
Act in a safe and healthy manner when confronted with conflict during physical activity.	★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square	Teacher Observation Class Discussion

	★ Baseball ★ Wiffle Ball ★ Kickball	
Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.	★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square ★ Baseball ★ Wiffle Ball ★ Kickball	Teacher Observation Class Discussion
Acknowledge one's opponent or partner before, during, and after a physical activity or game and give positive feedback on the opponent's or partner's performance.	★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square ★ Baseball ★ Wiffle Ball ★ Kickball	Teacher Observation Class Discussion
Standard F: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.		
Objectives (Learning Intentions)	**Skills/Activities**	**Assessment (Success Criteria)**
Develop self-confidence and a positive self-image in physical activity settings.	★ Jump Rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ 2/4 square ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	Teacher Observation Class Discussion

Choose motivators (e.g., music, friends) that will enhance fun and enjoyment in a physical activity setting.	★ Jump Rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ 2/4 square ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	Teacher Observation Class Discussion
Participate in physical activities which will allow students to set and achieve individual and team goals.	★ Jump Rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ 2/4 square ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	Teacher Observation Class Discussion
Participate with others in a variety of competitive and non-competitive physical activities.	★ Jump Rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic Movements ★ Tumbling	Teacher Observation Class Discussion

	★ Track & Field ★ 2/4 square ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	

PE: Middle School

Middle School activities have been separated by grade levels in order to spend more time working on mastery of different units.

			6th	7th	8th
***Aerobic Activities**			x	x	x
***Archery**				x	x
***Badminton**				x	x
***Basketball**			x	x	x

***Dance Video's**			x	x	x
***Dance-Dance Revolution.**			x	x	x
***Dodgeball**			x	x	x
***Flag Football**				x	x
***Hockey**			x	x	
***Native Youth *Olympics**			x	x	x
***Orienteering**			x		
***Pickleball**			x	x	
***Snowshoeing**			x		
***Soccer**			x	x	x
***Softball**			x		x
***Speedball**			x		
***Strength training**			x	x	x
***Swimming**				x	
***Team Handball**				x	

***Ultimate Frizbee**					x
***Volleyball**			x	x	x
***Weightlifting**				x	x
***Wiffleball**			x		x
***Wrestling**			x	x	x
Full Game/Unit Activities			12	13	12
Total Units			17	18	17

Instructional Focus:
THE PETERSBURG MIDDLE SCHOOL PHYSICAL EDUCATION PROGRAM IS DESIGNED TO SERVE AS A BUILDING BLOCK IN THE GOAL OF DEVELOPING A STUDENTS LIFE LONG SELF-CONCEPT.

THIS SELF-CONCEPT, DESIGNED INDIVIDUALLY FOR EACH STUDENT, RELIES ON THE EXPECTATIONS AND ACCOMPLISHMENTS POSSIBLE FOR THAT STUDENT. THE FOUR AVENUES OF SELF-CONCEPT TO BE DEVELOPED ARE: MENTAL DEVELOPMENT, SKILL AWARENESS AND IMPROVEMENT, EMOTIONAL AND SOCIAL DEVELOPMENT, AND HEALTH DEVELOPMENT.
GRADING IS TO BE BASED ON THESE FOUR AREAS, WHICH CONCENTRATE LESS ON SKILL LEVEL AND MORE ON LIFE LONG PARTICIPATION AND UNDERSTANDING OF PHYSICAL EDUCATION AND HEALTH.

6th - 8th PE Standards & Objectives

Standard A: Demonstrate competency in motor and movement skills needed to perform a variety of physical activities.

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
A.1- Demonstrates competent skills for participation in modified team activities (e.g. basketball, volleyball, softball, ultimate Frisbee).	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball	*Rules Tests *Skill Assessment *Strategies discussions

	*Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Speedball	
A.2- Demonstrate competent skills for participation in individual and dual activities (golf, Frisbee, bowling, racquet/paddle sports, Native Youth Olympic games).	*Badminton *Pickleball *Native Youth Olympics *Wrestling	*Rules Tests *Skill Assessment *Strategies discussions
A.3- Demonstrate competent skills for participation in non-competitive individual activities (e.g. weight training/resistance training, swimming, exercise).	★ ★ *Individual Workout Programs ★ *Swimming ★	*Workout Sheets *Form Testing *Skill Observations
A.4- Demonstrate competency for participation in rhythmic activities (e.g. social, folk, Native dances).	★ ★ *Aerobic Activites ★ *Dance Video's ★	*Teacher Observations
A.5- Demonstrate competency for participation in adventure/outdoor activities (e.g. orienteering, snowshoeing, skating).	★ ★ *Orienteering ★ *Snowshoeing	*Orienteering Video's *Avalanche Safety Video's
A.6- Explore Alaskan cultural physical activities (e.g. Native Youth Olympics games and dances).	★ ★ *Alaska Native Olympics	*Rules Discussions *Skills Observations
Standard B: Apply movement concepts to the learning and performance of physical activities.		
Objectives (Learning Intentions)	**Skills/Activities**	**Assessment (Success Criteria)**
B.1- Identify critical elements of skill for selected movement forms.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football	*Skill Observations *Discussions/practice on fundamentals for specific activities

	*Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Badminton *Pickleball *Native Youth *Olympics *Wrestling *Dance Video's *Aerobic Activities	
B.2- Detect and correct errors in personal performance in a variety of activities.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Badminton *Pickleball *Native Youth *Olympics *Wrestling *Dance Video's *Aerobic Activities	*Rules Testing *Skill Assessment *Strategies Discussions *Fitness Testing
B.3- Explain at least two game tactics involved in playing team, dual and individual activities.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Badminton *Pickleball *Native Youth Olympics *Wrestling	*Discussions on strategies *Observe and discuss various activities
	★	*Discussions on strategies

B.4- Use offensive and defensive strategies while participating in modified team, individual and dual sports.	★ *Speedball ★ *Wiffleball ★ *Team Handball ★ *Soccer ★ *Flag Football ★ *Dodgeball ★ *Basketball ★ *Hockey ★ *Volleyball ★ *Softball ★ *Ultimate Frizbee ★ *Badminton ★ *Pickleball ★ *Native Youth Olympics ★ *Wrestling ★	*Observe and discuss various activities
B.5- Design a game that incorporates skills and tactics that can be played by all students.	★ ★ *Modifications for all activities (i.e. “bump” for basketball or “One Bounce” volleyball) ★	*Teacher observations
B.6- Implement strategies and safety procedures for succcess while participating in physical activity (e.g. use a spotter when lifting weights, shift gears one at a time while climbing a hill on a bicycle).	★ ★ *Speedball ★ *Wiffleball ★ *Team Handball ★ *Soccer ★ *Flag Football ★ *Dodgeball ★ *Basketball ★ *Hockey ★ *Volleyball ★ *Softball ★ *Ultimate Frizbee ★ *Badminton ★ *Pickleball ★ *Native Youth *Olympics ★ *Wrestling ★ *Weightlifting ★	*Safety Discussions *Rules Testing *Spotters when lifting *Proper safety equipment
B.7- Identify major muscle groups utilized in a variety of movements.	★ ★ *Class Discussions and Assignments about the major muscle groups and their jobs.	*Tests on the muscles and the movements they perform.

Standard C: Participate regularly in physical activity		
Objectives (Learning Intentions)	**Skills/Activities**	**Assessment (Success Criteria)**
C.1- Recognize and understand the significance of physical activity in the maintenance of a healthy lifestyle.	*Class Discussions *Class Participation	*N/A
C.2- Set SMART goals, (specific, measurable, attainable, realistic, time sensitive) for participation in activities of own choosing.	*Class/Individual Discussions *Individual Fitness Journal with Goals/Outcomes	*Teacher assessment of journals
C.3- Maintain a physical activity log for a designated period of time (e.g. weight training charts, steps during the day, time engaged in physical activity).	★ ★ *Weight Lifting Charts ★ *Exercise Journals ★	*Weight Lifting Charts *Exercise Journals
C.4- Use current technology (e.g. pedometers, Wii Ftiness, Dance-Dance-Revolution) to monitor physical activity to meet personal goals.	★ ★ *Heart Rate Monitors ★ *Pedometers ★ *Dance-Dance Revolution.	*Teacher assessment
C5.- Identify, local, state, national, and international fitness and recreational organizations (e.g. YMCA, United States Cycling Federation, Special Olympics Alaska, Challenge Alaska, and Alpine Alternatives, CITC, Boys And Girls Clubs).	★ ★ *Discussions on local and national organizations and where you may find information on them.	*N/A
Standard D: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.		
Objectives (Learning Intentions)	**Skills/Activities**	**Assessment (Success Criteria)**
D.1- Monitor heart rate before, during, and after various intensity levels of personal fitness. .	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football	*Heart rate monitors *Individual monitoring *Exercise journals

	*Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Badminton *Pickleball *Native Youth Olympics *Wrestling *Weightlifting *Cardiovascular Exercises	
D.2- Compare the fitness benefits of a variety of activities.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Badminton *Pickleball *Native Youth Olympics *Wrestling *Weightlifting *Cardiovascular Exercises	*Discussions at the beginning of units/activities as the differences between fitness value of specific movement of forms.
D.3- Improve and achieve age appropriate fitness standards defined in a selected program (e.g. Fitnessgram, Brockport, President's Fitness Test.	★ ★ *Fitnessgram	*Fitnessgram Testing
D.4- Demonstrate personal fitness by participating in activities to improve specific fitness components (cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility).	★ ★ *Cardiovascular Workouts ★ *Game Activities ★ *Strength training ★ *Stretching exercises	*Teacher observations
D5.- Formulate meaningful personal fitness SMART goals based on the results of fitness testing.	★ ★ *Cardiovascular Workouts ★ *Game Activities ★ *Strength training	*Classroom discussions *Individual discussions *Workout journals

	★ *Stretching exercises	

Standard E: Exhibit personal and social behavior that respects self and others in physical activity settings.

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
E.1- Demonstrate appropriate behavior in physical activity settings.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Badminton *Pickleball *Native Youth *Olympics Wrestling *Weightlifting *Cardiovascular Exercises	*Classroom monitoring *Class discussions
E.2- Demonstrate concern for safety of self and others during games and activities.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Badminton *Pickleball *Native Youth *Olympics Wrestling *Weightlifting *Cardiovascular Exercises	*Classroom monitoring *Class discussions

E.3- Demonstrate self-control and sportsmanship/etiquette during games and activities (e.g. accepting controversial decisions).	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Badminton *Pickleball *Native Youth *Olympics Wrestling *Weightlifting *Cardiovascular Exercises	*Classroom monitoring *Class discussions
E.4- Accommodate individual differences (e.g. ability levels, gender, ethnicity, disability among people, and physical activities of a variety of actions, culture, and ethnic origins).	*Modified game/workout activities based on the different students within the class.	*Fitnessgram testing *Individual Observations *Individual discussions

Standard F: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
F.1- Identify several reasons why participation in physical activities is enjoyable and desirable.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Badminton *Pickleball *Native Youth Olympics *Wrestling	*Classroom/Individual discussions

F.2- Reflect on reasons for choosing to participate in selected physical activities (e.g. health, challenge, self-expression, social interaction, personal goal).	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Badminton *Pickleball *Native Youth Olympics *Wrestling	*Classroom/Individual discussions
F.3- Enjoy working alone or with others in a sport or physical activity to achieve a goal.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Badminton *Pickleball *Native Youth Olympics *Wrestling	*Classroom/Individual discussions

PE: Freshman physical Education

Instructional Focus: FRESHMAN PHYSICAL EDUCATION EMPHASIZES THE EXPLORATION OF RECREATIONAL ACTIVITIES THAT THE STUDENT WILL CARRY INTO ADULT LIFE.
HIGH SCHOOL PHYSICAL EDUCATION INCLUDES COMPETITIVE UNITS. THE EMPHASIS OF THESE ACTIVITIES IS TO TEACH THE STUDENT PROPER GAME STRATEGIES AND TECHNIQUES NEEDED TO COMPETE IN ORGANIZED COMPETITION. THE STUDENT DEMONSTRATES THROUGH GAME SITUATIONS THE SKILLS NEEDED TO SUCCESSFULLY PLAY VARIOUS LIFETIME SPORTS. THE COMPETITIVE TOURNAMENT FORMAT ALLOWS FOR USE OF PROPER SPORTSMANSHIP AND TEAMWORK CONCEPTS THAT WERE STRESSED DURING THEIR EARLIER YEARS.
THE STUDENTS WILL ALSO PARTICIPATE IN A FITNESS PROGRAM, WHICH THEY MAY DESIGN. THIS WILL INCLUDE WEIGHT LIFTING AND CARDIOVASCULAR EXERCISES. THE PROGRAM IS DESIGNED TO GIVE STUDENTS THE NECESSARY KNOWLEDGE TO CONTINUE TRAINING INTO THEIR ADULTHOOD.

TECHNOLOGY WILL BE USED TO ENHANCE THE KNOWLEDGE OF STUDENTS IN BOTH RECREATIONAL ACTIVITIES AND FITNESS.

Freshman PE Standards & Objectives

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
Standard A: Demonstrate competency in motor and movement skills needed to perform a variety of physical activities.		
A.1- Demonstrate competent skills while participating in modified team activities.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee	*Rules Testing *Skills Assessment *Strategies Discussions
A.2- Demonstrate competent skills while participating in individual and dual activities.	*Badminton *Pickleball	*Rules Testing *Skills Assessment *Strategies Discussions
A.3- Demonstrate competent skills while participating in non-competitive individual activities.	★ ★ *Weightlifting ★ *Cardiovascular Fitness	*Workout Sheets *Fitnessgrams Testing *Safety Rules Testing *Skill Observations
A.4- Demonstrate competent skills while participating in rhythmic activities.	★ ★ *Dance Video's	*Teacher Observations
A.5- Demonstrate competent skills while participating in adventure/outdoor activities.	★ ★ *Orienteering	*Testing
Standard B: Apply movement concepts to the learning and performance of physical activities.		

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
B.2- Use a variety of complex movement patterns, independently and routinely, to improve skills.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Weightlifting *Cardiovascular Fitness *Orienteering	*Skills Assessment *Fitness Testing *Orienteering and Rock *Climbing Video's
B.3- Acquire new skills while continuing to refine existing ones.	★ ★ *Speedball ★ *Wiffleball ★ *Team Handball ★ *Soccer ★ *Flag Football ★ *Dodgeball ★ *Basketball ★ *Hockey ★ *Volleyball ★ *Softball ★ *Ultimate Frizbee ★ *Weightlifting ★ *Cardiovascular Fitness ★ *Orienteering ★	*Safety Rules *Proper Lifting Techniques *Skill Discussions for each sport
B.4- Identify basic biomechanical principles as they pertain to movements within a physical activity.	★ ★ *Speedball ★ *Wiffleball ★ *Team Handball ★ *Soccer ★ *Flag Football ★ *Dodgeball ★ *Basketball ★ *Hockey ★ *Volleyball ★ *Softball ★ *Ultimate Frizbee	*Safety Rules *Proper Lifting Techniques *Skill Discussions for each sport

	★ *Weightlifting ★ *Cardiovascular Fitness ★ *Orienteering ★	
B.5- Recognize various levels of performance (novice, competent and proficient).	★ ★ *Speedball ★ *Wiffleball ★ *Team Handball ★ *Soccer ★ *Flag Football ★ *Dodgeball ★ *Basketball ★ *Hockey ★ *Volleyball ★ *Softball ★ *Ultimate Frizbee ★ *Weightlifting ★ *Cardiovascular Fitness ★ *Orienteering ★	*Fitnessgrams Testing *Badminton/Picklelball Tournament *Teacher observation and skill assessment. As teams are assigned teacher is cognizant of different skill levels and adjusts teams to reflect equality as best possible.
B.6- Apply knowledge of major muscle groups to improve performance and/or create training plans.	*Weightlifting *Cardiovascular Fitness	*Weightlifting Assessments *Cardiovascular Programs
B.7- Explain to others the importance of strategies and safety procedures for success while participating in physical activity (e.g. weightlifting, wearing a helmet while snowboarding).	★ ★ *Speedball ★ *Wiffleball ★ *Team Handball ★ *Soccer ★ *Flag Football ★ *Dodgeball ★ *Basketball ★ *Hockey ★ *Volleyball ★ *Softball ★ *Ultimate Frizbee ★ *Weightlifting ★ *Cardiovascular Fitness ★ *Orienteering ★	*Class Discussions for each sport
Standard C: Participate regularly in physical activity		
Objectives	**Skills/Activities**	**Assessment**

(Learning Intentions)		(Success Criteria)
C.1- Use current technology (e.g. heart rate monitors, tri-FIT, Dartfish, Wii Fitness) to monitor physical activity to meet personal goals.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Weightlifting *Cardiovascular Fitness	*Fitnessgrams *Heart rate monitors *Individually designed workout programs
C.2- Maintain an outside-of-class physical activity journal based upon units of study.	★ ★ *Weight Lifting ★ *Cardiovascular Fitness	*Individual Fitness Journal
C.3- Identify local, state, national, and international fitness and recreational resources (e.g. trails, wilderness areas, rivers, lakes, National Center on Physical Activity and Disability - NCPAD).	★ ★ *Discussion on annnouncements of local and state recreational fitness resources (e.g. local races, classes, and other local recreational opportunities)	*Class Discussions
C.4- Develop evidence-based personal activity plans that include self-selected physical activities and sports.	★ ★ *Weightlifting ★ *Cardiovascular Fitness ★ *Sports Skills	*Individual Fitness Journal with Goals/Outcomes

Standard D: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
D.1- Meet the age and gender-specific health-related fitness standards using a nationally recognized assessment tool (e.g. Fitnessgram, President's Challenge, APEAS II – Adaptive Physical Education Assessment).	*Fitnessgrams Testing	*Fitnessgrams Testing

D.2- Assess physical fitness status in terms of health-related fitness (cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition).	*Fitnessgram Testing *Moodle Assignment *Weight Liftings *Cardiovascular Workouts	*Fitnessgrams Testing *Moodle Assignments *Weightlifting Journals
D.3- Compare and identify fitness value of specific movement forms.	★ *Weight Lifting ★ *Cardiovascular Workouts	*Class/Individual discussions *Individual Weightlifting Programs
D.4- Design, implement, monitor, and adjust a personal fitness program to meet personal needs and goals for a lifetime.	★ *Weight Lifting ★ *Cardiovascular Workouts	*Weightlifting Journals *Individual Weightlifting Programs

Standard E: Exhibit personal and social behavior that respects self and others in physical activity settings.

Objectives (Learning Intentions)	**Skills/Activities**	**Assessment (Success Criteria)**
E.1- Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Weightlifting *Cardiovascular Fitness	*Teacher observation *Class discussion
E.2- Demonstrate an understanding of responsible personal and social behaviors in physical activity settings.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball	*Teacher observation *Quizzes/assignments on rules/expectations while participating in various units/activities

	*Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Weightlifting *Cardiovascular Fitness	Participation points/grades are determined in part on sportsmanship/etiquette
E.3- Accommodate individual differences. (e.g. ability levels, gender, ethnicity, disability among people, and physical activities of a variety of actions, culture, and ethnic origins).	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Weightlifting *Cardiovascular Fitness	*Teacher observation *Teacher working with other resources/staff (e.g. special education department) to help accommodate for individual differences.
E.4- Exhibit sportsmanship/etiquette in all physical activity settings.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Weightlifting *Cardiovascular Fitness	*Teacher observation *Participation points/grades are determined in part on sportsmanship/etiquette

Standard F: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
	*Speedball *Wiffleball	*Teacher observation *Class discussion

F.1- Enjoy the challenge of working hard and the satisfaction of improving skills.	*Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Weightlifting *Cardiovascular Fitness	
F.2- Seek personally challenging experiences in physical activity opportunities.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Weightlifting *Cardiovascular Fitness	*Teacher observation and discussion as to expanding beyond the students comfort zone, as well as learning new techniques and skills.
F.3- Recognize physical activity as a positive opportunity for social and group interaction.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Weightlifting *Cardiovascular Fitness	*Teacher observation *Teacher monitoring behavior of students to ensure that interactions between students are positive, as well as correcting behavior as needed.
F.4- Analyze selected physical activity experiences for social, emotional, and health benefits.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey	*Class/Individual discussions

	*Volleyball *Softball *Ultimate Frizbee *Weightlifting *Cardiovascular Fitness	

PE: Fitness

Instructional Focus: Independent Fitness is a continuation of the fitness concepts developed in Freshman Physical Education. Students will design and implement a fitness program to meet their own needs. Weightlifting, cardiovascular improvement and skill development of individual activities will be implemented into the programs.

Fitness PE Standards & Objectives

Standard A: Demonstrate competency in motor and movement skills needed to perform a variety of physical activities.

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
A.1- Demonstrates competent skills while participating in modified team activities.	*Badminton *Volleyball *Basketball	*Skills Assessment
A.2- Demonstrate competent skills while participating in individual and dual activities.	*Badminton *Pickleball *Weightlifting	*Skills Assessment
A.3- Demonstrate competent skills while participating in non-competitive individual activities.	*Weightlifting *Cardiovascular Fitness *Individual Fitness Programs	*Workout Sheets *Fitnessgrams Testing *Safety Rules Testing *Skill Observations
A.4- Demonstrate competent skills while participating in rhythmic activities.	*Individual Workout Programs *Dance Video's *P90X *Insanity Video	*N/A

A.5- Demonstrate competent skills while participating in adventure/outdoor activities.	*Rock climbing *Orienteering	*Certification for Belaying *Orienteering and Rock Climbing Video's

Standard B: Apply movement concepts to the learning and performance of physical activities.		
Objectives (Learning Intentions)	**Skills/Activities**	**Assessment (Success Criteria)**
B.1- Utilize basic skills, tactics, and strategies while participating in a variety of lifetime activities; and advanced skills, tactics, strategies while participating in at least two lifetime activities.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Rules Tests *Skills Assessment *Strategies Discussions *Fitness Testing
B.2- Use a variety of complex movement patterns, independently and routinely, to improve skills.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Rules Tests *Skills Assessment *Strategies Discussions *Fitness Testing *Certification for Belaying *Orienteering and Rock Climbing Video's
B.3- Acquire new skills while continuing to refine existing ones.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Skills Assessment
B.4- Identify basic biomechanical principles as they pertain to movements within a physical activity.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Safety Rules *Proper Lifting Techniques *Skill Discussions for each sport
B.5- Recognize various levels of performance (novice, competent and proficient).	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Fitnessgrams Testing *Belaying Certification *Badminton/Picklelball Tournament
B.6- Apply knowledge of major muscle groups to improve performance and/or create training plans.	*Weightlifting *Cardiovascular Fitness	*Weightlifting Assessments *Cardiovascular Programs

B.7- Explain to others the importance of strategies and safety procedures for success while participating in physical activity (e.g. weightlifting, wearing a helmet while snowboarding).	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Class Discussions

Standard C: Participate regularly in physical activity.		
Objectives (Learning Intentions)	**Skills/Activities**	**Assessment (Success Criteria)**
C.1- Use current technology (e.g. heart rate monitors, tri-FIT, Dartfish, Wii Fitness) to monitor physical activity to meet personal goals.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Fitnessgrams *Heart rate monitors *Individually designed *workout programs
C.2- Maintain an outside-of-class physical activity journal based upon units of study.	*Weight Lifting *Cardiovascular Fitness	*Individual Fitness Journal
C.3- Identify local, state, national, and international fitness and recreational resources (e.g. trails, wilderness areas, rivers, lakes, National Center on Physical Activity and Disability - NCPAD).	*Discussion on announcements of local and state recreational fitness resources (e.g. local races, classes, and other local recreational opportunities)	Discuss websites showing the different locations and options available to them.
C.4- Develop evidence-based personal activity plans that include self-selected physical activities and sports.	*Weightlifting *Cardiovascular Fitness *Sports Skills	*Individual Fitness Journal with Goals/Outcomes

Standard D: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.		
Objectives (Learning Intentions)	**Skills/Activities**	**Assessment (Success Criteria)**
D.1- Meet the age and gender-specific health-related fitness standards using a nationally recognized assessment tool (e.g. Fitnessgram, President's Challenge, APEAS II – Adaptive Physical Education Assessment).	*Fitnessgrams Testing	*Fitnessgrams Testing

D.2- Assess physical fitness status in terms of health-related fitness (cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition).	*Fitnessgram Testing *Moodle Assignment *Weight Liftings *Cardiovascular Workouts	*Fitnessgrams Testing *Moodle Assignments *Weightlifting Journals
D.3- Compare and identify fitness value of specific movement forms.	*Weightlifting *Cardiovascular Workouts	*Discussions at the beginning of units/activities as the differences between fitness value of specific movement of forms.
D.4- Design, implement, monitor, and adjust a personal fitness program to meet personal needs and goals for a lifetime.	*Weight Lifting *Cardiovascular Workouts	*Weightlifting Journals *Individual Weight lifting Programs

Standard E: Exhibit personal and social behavior that respects self and others in physical activity settings.		
Objectives (Learning Intentions)	**Skills/Activities**	**Assessment (Success Criteria)**
E.1- Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Classroom Monitoring *Weight Room Safety Test
E.2- Demonstrate an understanding of responsible personal and social behaviors in physical activity settings.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Teacher observation *Quizzes/assignments on rules/expectations while participating in various units/activities *Participation points/grades are determined in part on sportsmanship/etiquette

E.3- Accommodate individual differences. (e.g. ability levels, gender, ethnicity, disability among people, and physical activities of a variety of actions, culture, and ethnic origins).	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Teacher observation *Teacher working with other resources/staff (e.g. special education department) to help accommodate for individual differences.
E.4- Exhibit sportsmanship/etiquette in all physical activity settings.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Teacher observation *Participation points/grades are determined in part on sportsmanship/etiquette

Standard F: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.		
Objectives (Learning Intentions)	**Skills/Activities**	**Assessment (Success Criteria)**
F.1- Enjoy the challenge of working hard and the satisfaction of improving skills.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Teacher observation *Class discussion
F.2- Seek personally challenging experiences in physical activity opportunities.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Teacher observation and discussion as to expanding beyond the students comfort zone, as well as learning new techniques and skills.

F.3- Recognize physical activity as a positive opportunity for social and group interaction.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Teacher observation *Teacher monitoring behavior of students to ensure that interactions between students are positive, as well as correcting behavior as needed.
F.4- Analyze selected physical activity experiences for social, emotional, and health benefits.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Class/Individual discussions

PE: High School Physical Education

Instructional Focus:
High School Physical Education is an elective class designed as a continuation of Freshman Physical Education. Game and Competitive units are incorporated, as well as student designed individual fitness programs.

High School Physical Education PE Standards & Objectives

Standard A: Demonstrate competency in motor and movement skills needed to perform a variety of physical activities.

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
A.1- Demonstrates competent skills while participating in modified team activities.	*Indoor Soccer *Gym Hockey *Volleyball *Whiffleball/Softball *Ultimate Frisbee *Kickball	*Teacher observation
A.2- Demonstrate competent skills while participating in individual and dual activities.	*Badminton *Pickle Ball	*Teacher observation
A.3- Demonstrate competent skills while participating in non-competitive individual activities.	*Walking *Running *Snowshoeing	*Teacher observation

A.4- Demonstrate competent skills while participating in rhythmic activities.	*See note below	
A.5- Demonstrate competent skills while participating in adventure/outdoor activities.	*Hiking on trails close to schools *Snowshoeing	*Teacher observation

Standard B: Apply movement concepts to the learning and performance of physical activities.		
Competencies	**Activities**	**Assessments**
B.1- Utilize basic skills, tactics, and strategies while participating in a variety of lifetime activities; and advanced skills, tactics, strategies while participating in at least two lifetime activities.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Rules Tests *Skills Assessment *Strategies Discussions *Fitness Testing
B.2- Use a variety of complex movement patterns, independently and routinely, to improve skills.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Rules Tests *Skills Assessment *Strategies Discussions *Fitness Testing *Certification for Belaying *Orienteering and Rock Climbing Video's
B.3- Acquire new skills while continuing to refine existing ones.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Skills Assessment
B.4- Identify basic biomechanical principles as they pertain to movements within a physical activity.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Safety Rules *Proper Lifting Techniques *Skill Discussions for each sport
B.5- Recognize various levels of performance (novice, competent and proficient).	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Fitnessgrams Testing *Belaying Certification *Badminton/Picklelball Tournament
	*Weightlifting *Cardiovascular Fitness	*Weightlifting Assessments *Cardiovascular Programs

B.6- Apply knowledge of major muscle groups to improve performance and/or create training plans.		
B.7- Explain to others the importance of strategies and safety procedures for success while participating in physical activity (e.g. weightlifting, wearing a helmet while snowboarding).	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Class Discussions

Standard C: Participate regularly in physical activity.		
C.1- Use current technology (e.g. heart rate monitors, tri-FIT, Dartfish, Wii Fitness) to monitor physical activity to meet personal goals.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Fitnessgrams *Heart rate monitors *Individually designed *workout programs
C.2- Maintain an outside-of-class physical activity journal based upon units of study.	*Weight Lifting *Cardiovascular Fitness	*Individual Fitness Journal
C.3- Identify local, state, national, and international fitness and recreational resources (e.g. trails, wilderness areas, rivers, lakes, National Center on Physical Activity and Disability - NCPAD).	*Discussion on announcements of local and state recreational fitness resources (e.g. local races, classes, and other local recreational opportunities)	Discuss websites showing the different locations and options available to them.
C.4- Develop evidence-based personal activity plans that include self-selected physical activities and sports.	*Weightlifting *Cardiovascular Fitness *Sports Skills	*Individual Fitness Journal with Goals/Outcomes

Standard D: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.		
Competencies	**Activities**	**Assessments**
D.1- Meet the age and gender-specific health-related fitness standards using a nationally recognized assessment tool (e.g. Fitnessgram, President's Challenge, APEAS	*Fitnessgrams Testing	*Fitnessgrams Testing

II – Adaptive Physical Education Assessment).		
D.2- Assess physical fitness status in terms of health-related fitness (cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition).	*Fitnessgram Testing *Moodle Assignment *Weight Liftings *Cardiovascular Workouts	*Fitnessgrams Testing *Moodle Assignments *Weightlifting Journals
D.3- Compare and identify fitness value of specific movement forms.	*Weightlifting *Cardiovascular Workouts	*Discussions at the beginning of units/activities as the differences between fitness value of specific movement of forms.
D.4- Design, implement, monitor, and adjust a personal fitness program to meet personal needs and goals for a lifetime.	*Weight Lifting *Cardiovascular Workouts	*Weightlifting Journals *Individual Weight lifting Programs

Standard E: Exhibit personal and social behavior that respects self and others in physical activity settings.		
Competencies	**Activities**	**Assessments**
E.1- Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Classroom Monitoring *Weight Room Safety Test
E.2- Demonstrate an understanding of responsible personal and social behaviors in physical activity settings.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Teacher observation *Quizzes/assignments on rules/expectations while participating in various units/activities *Participation points/grades are determined in part on sportsmanship/etiquette
E.3- Accommodate individual differences. (e.g. ability levels, gender, ethnicity, disability among people, and physical	*Badminton *Pickleball *Basketball *Weightlifting	*Teacher observation *Teacher working with other resources/staff (e.g. special education

activities of a variety of actions, culture, and ethnic origins).	*Cardiovascular Fitness	department) to help accommodate for individual differences.
E.4- Exhibit sportsmanship/etiquette in all physical activity settings.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Teacher observation *Participation points/grades are determined in part on sportsmanship/etiquette

Standard F: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.		
Competencies	**Activities**	**Assessments**
F.1- Enjoy the challenge of working hard and the satisfaction of improving skills.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Teacher observation *Class discussion
F.2- Seek personally challenging experiences in physical activity opportunities.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Teacher observation and discussion as to expanding beyond the students comfort zone, as well as learning new techniques and skills.
F.3- Recognize physical activity as a positive opportunity for social and group interaction.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Teacher observation *Teacher monitoring behavior of students to ensure that interactions between students are positive, as well as correcting behavior as needed.

F.4- Analyze selected physical activity experiences for social, emotional, and health benefits.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Class/Individual discussions

PE: Swim Fitness

Instructional Focus:
High school swim fitness allows students of any swimming ability to participate in the class. Beginning swimmers are given more individual attention, as well as stroke specific instruction; whereas the more competent swimmers are given individualized workouts specific to their needs. The various stroke units begin with background information progressing to arm and leg drills and finishing with the whole stroke being swam. These units usually last three to four weeks depending. All classes begin with a warm up, a heart rate set, and a main set. The progression of strokes learned: freestyle, backstroke, butterfly, and breaststroke.

High School Swim Fitness PE Standards & Objectives

Standard A: Demonstrate competency in motor and movement skills needed to perform a variety of physical activities.

Competencies	Activities	Skills	Assessments
A.1 – Demonstrate competent skills while participating in modified team activities	Water Polo	*Right hand/left pass *Treading water with egg beater kick *T-shot *Passing shot *Backhand shot *	*Teacher observation
A.2 – Demonstrate competent skills while participating in individual and dual activities	Swimming	*Freestyle *Backstroke *Breaststroke *Butterfly	*Teacher observation
A.3 – Demonstrate competent skills while participating in non-competitive individual activities	Swimming	*Freestyle *Backstroke *Breaststroke *Butterfly	*Teacher observation
A.4 – Demonstrate competent skills while participating in rhythmic activities	N/A	N/A	N/A
A.5 – Demonstrate competent skills while participating in adventure/outdoor activities	N/A	N/A	N/A

Standard B: Apply movement concepts to the learning and performance of physical activities:			
Competencies	**Activities**	**Skills**	**Assessments**
B.1 – Utilize basic skills, tactics, and strategies while participating in a variety of lifetime activities; and advanced skills tactics, strategies while participating in at least two lifetime activities.	*Swimming *Water polo	*Freestyle *Backstroke *Breaststroke *Butterfly	*Teacher observation
B.2 – Use a variety of complex movement patterns, independently and routinely, to improve skills.	*Swimming *Water polo	*Freestyle drills *Backstroke drills *Breaststroke drills *Butterfly drills *Turns *Starts *Streamline *Passing *Egg Beater Kick *Various shots on goal	*Teacher observation *Teacher instruction for correct skill form
B.3 – Acquire new skills while continuing to refine existing ones.	*Swimming *Water polo	*Freestyle drills *Backstroke drills *Breaststroke drills *Butterfly drills *Turns *Starts *Streamline *Passing *Egg Beater Kick *Various shots on goal	*Teacher observation *Teacher instruction for correct skill form
B.4 – Identify basic biomechanical principles as they pertain to movements within a physical activity.	*Swimming *Water polo	*Freestyle drills *Backstroke drills *Breaststroke drills *Butterfly drills *Turns *Starts *Streamline *Passing *Egg Beater Kick *Various shots on goal	*Teacher observation *Teacher instruction for correct skill form

B.5 – Recognize various levels of performance and/or create training plans.	*Swimming	*Individualize workout	*Teacher approved and observed.
B.6 – Apply knowledge of major muscle groups to improve performance and/or create training plans.	N/A	N/A	N/A
B.7 – Explain to others the importance of strategies and safety procedures for success while participating in physical activity.	*Swimming *Water polo	*Pool Safety Rules *Cold Water Safety *Open Water Safety	*Keynote presentation

Standard C: Participate regularly in physical activity:			
Competencies	**Activities**	**Skills**	**Assessments**
C.1 – Use current technology to monitor physical activity to meet personal goals.	*Swimming	*Pace clock	*Teacher observation on specific sets when use of pace clock is necessary
C.2 – Maintain an outside-of-class physical activity journal based upon units of study.	*Swimming		*Journaling on Moodle
C.3 – Identify local, state, national, and international fitness and recreational resources	*Swimming *Water polo	N/A	*Discussion of different websites available for information on swimming and water polo (USA Swimming and USA Water Polo), as well as schedule for the local pool.
C.4 – Develop evidence-based personal activity plans that include self-selected physical activities and sports.	*Swimming	*Warm Up *Main Set *Warm Down	*Teacher approval of workout *Teacher observation on deck

Standard D: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness:			
Competencies	**Activities**	**Skills**	**Assessments**
D.1 – Meet the age and gender-specific health related fitness standards using a nationally recognized assessment tool.	N/A	N/A	*Currently there is no assessment being used.
D.2 – Assess physical fitness status in terms of health-related fitness.	*Swimming	*Endurance	*5 minute swim test administered 2 to 3 times a semester
D.3 – Compare and identify fitness value of specific movement forms.	*Swimming *Water Polo	*Stroke Technique (arms and legs) *Breathing technique *Treading water *Passing	*Teacher observation *Discussions *Demonstrations on deck
D.4 – Design, implement, monitor, and adjust a personal fitness program to meet personal needs and goals for a lifetime.	*Swimming	*Various adaptations dependent on individual students needs	*Teacher observation

Standard E: Exhibit personal and social behavior that respects self and others in physical activity settings:			
Competencies	**Activities**	**Skills**	**Assessments**
E.1 – Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings.	*Swimming *Water polo	*Demonstration of rules and behavior during class everyday	*Safety Rules quiz *Teacher observation
E.2 – Demonstrate an understanding of responsible personal and social behaviors in physical activity settings.	*Swimming *Water polo	*Demonstration of rules and behavior during class everyday	*Teacher observation
E.3 – Accommodate individual differences	*Swimming *Water polo		*Use Google translator for ELL students until proficiency level is met *Create individual programs as needed to accommodate for differences and swimming levels. *Work with special education department for students on an IEP for physical activities. *Swim assessment at beginning of class
E.4 – Exhibit sportsmanship/etiquette in all physical activity settings	*Swimming *Water polo	*Demonstration of rules and behavior during class everyday	*Teacher observation

Standard F: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction:			
Competencies	**Activities**	**Skills**	**Assessments**
F.1 – Enjoy the challenge of working hard and the satisfaction or improving skills.	*Swimming *Water polo	N/A	*Teacher observation *Journaling on Moodle

F.2 – Seek personally challenging experiences in physical activity opportunities.	*Swimming *Water polo	*Self-motivation	*Participation in other physical activities (high school sports, club activities, dance, and etc)
F.3 – Recognize physical activity as a positive opportunity for social and group interaction.	*Swimming *Water polo	N/A	*Teacher observation *Journaling on Moodle
F.4 – Analyze selected physical activity as a positive opportunity for social and group interaction.	*Swimming *Water polo	N/A	*Teacher observation *Interaction with students in the class

Various drills used during instruction:

- Float
    - Arms at side
    - Arms in iron cross position
    - Arms in front
    - Concentrate on pushing chest down so that hips are up creating balance and proper body position.
- Balance
    - Continuation of floating drills.
    - Kick on left side with left ear in the water or eyes looking down at the bottom of the pool, turning head to the side to breath.
    - Kick on right side with left ear in the water or eyes looking down at the bottom of the pool, turning head to the side to breath.
    - Kick on back keeping chin up, shoulders back
    - Kick on stomach with hands at side rotating body from left to right to breath
- Kicking
    - Continuation of kicking balance drills to stroke specific kicks i.e. flutter (front and back), dolphin, and whip kick
    - Differentiate between a 2, 4, 6, beat flutter kick with different drills
        - 16 kick to one arm pull
        - 8 kick to one arm pull
        - 6 kicks to one arm pull
        - 4 kicks to one arm pull
        - 2 kicks to one arm pull
    - Explain the importance of the two beat dolphin kick in butterfly and work on proper coordination with arms
    - Breaststroke whip kick
        - Demonstrate on land and in water
        - Help move feet in the right direction
- Arms
    - Freestyle
        - Right arm drill with kick
        - Left arm drill with kick
        - Finger tip drag drill
        - Catch up drill
        - High elbow drill
    - Backstroke
        - Right arm drill with left arm at side

        - Left arm drill with right arm at side
        - Rifle drill
        - Hand twist drill
    - Breaststroke
        - Sculling
        - Breaststroke pull with dolphin kick
        - Breaststroke pull with flutter kick
    - Butterfly
        - Right arm drill
        - Left arm drill
        - Three right, three left drill
        - Three right, three left, three together drill
- Streamline
    - Off walls
    - Off turns
    - Off starts
- Turns
    - Open turns
        - Freestyle
        - Breaststroke
        - Butterfly
        - Backstroke
    - Flip turns
        - Freestyle
        - Backstroke

Water polo is currently being taught in high school swim fitness. Various drills for water polo instruction:

- Passing – These skills begin while standing in shallow water then progress to deep water.
    - Correct ball handling
    - Clean passes with right arm
    - Clean passes with left arm
    - Alternating hands
    - Catch with right throw with left
    - Catch with left throw with right
- Sculling
    - Scull with both hands in water while vertical
    - Scull with right hand with left hand out of water
    - Scull with left hand with right hand out of water
- Egg Beater
    - Demonstrate on deck
    - Practice on deck or classroom
    - Practice in water
    - Scull with both hands while treading water
    - Scull with right hand with left hand out of water while treading water
    - Scull with left hand with right hand out of water while treading water
    - Tread water with both hands out of water
- Shots on goal
    - T-shot
    - Regular shot
    - Passing shot
    - Backhand
- Offense/Defense strategies
    - Demonstrate on white board
    - View using video clips
    - Demonstrate in the water

- Practice

Equipment Needed:

- Flippers – one pair for each swimmer
- Pull Buoys - one for each swimmer (these are borrowed each class period from Viking Swim Club)
- Kickboards – one for each swimmer (these are borrowed each class period from Parks and Recreation)
- Goggles
- Water Polo Balls – one for each swimmer (currently borrowing from elementary school supplies)

Secondary Health Curriculum Review

Samantha Marifern,
Hannah Smith, and
Tyler Thain



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Introduction

Required by law:

- **Every year 7-12, Alaska Safe Children's Act is required to be taught**
  - **Erin's Law is taught K-12**
  - **Bree's Law is 7th-12th**
- **PSD school board policy-BP 6142.1 Family Life/Sex Education**
  - **Supports instruction about family life and human sexuality.**

6th grade

- Taught in "Intro to Middle School"
  - Quarter class at the start of 6th grade
- Content
  - Healthy relationships (AK Safe Children's Act), Body Changes, Anti-Bullying

7th grade

- Taught during read block class
  - Throughout the year
- Content
  - Healthy and unhealthy relationships (AK Safe Children's Act)



8th

- Taught during health class
  - Semester course
- Content
  - Mental Health
  - Sleep
  - Nutrition
  - Relationships
  - Alcohol, Tobacco, and Other Drugs (ATOD)

Letters

- Sent home before sexual education lessons are taught (8th grade)
- Sent home before AK Safe Children's Act content is taught (6th-8th)



Permission Letters Sent

AK Safe Childrens Letter

Mitkof Middle School
109 Charles W. St.
P. O. Box 289
Petersburg, Alaska 99833-0289

Dear Parent/Guardian:

The Alaska Safe Children's Act (House Bill 44) requires public schools to provide child sexual abuse, assault awareness, and prevention training (grades K-12), plus teen dating violence awareness and prevention training (grades 7-12).

In compliance with state law, the Petersburg City School District has adopted classroom learning objectives and curriculum materials to provide age-appropriate information to students in grades K-12. Middle School students will be participating in the Safer, Smarter Teens: Be The Change curriculum, a five-lesson unit on personal safety. The program uses videos, class discussions, and activities to help students learn important information about personal safety, rights, and responsibilities. The Safer, Smarter Teens curriculum (https://safersmarterteens.org/) will cover the following topics:

- Personal Rights and Responsibilities (Lesson 1)
- Healthy vs. Unhealthy Relationships (Lesson 2)
- The Problem of Sexual Abuse (Lesson 3)
- Dating Violence and Harassment (Lesson 4)
- Advocacy in Action (Lesson 5)

These lessons will be delivered during 8th-grade health from ___insert dates_____.

While the law requires public schools to teach the curriculum, it also allows you, as the parent or guardian, the right to excuse your child from these lessons. Please sign and return the bottom section of this letter if you **do not** wish for your child to participate in these lessons and complete an alternative assignment during this time.

Sincerely,

I hereby request that my child, _____ opt-out of participation in the Alaska Safe Children's Act Program (Erin's Law/Bree's Law) for the _____ school year.

Parent/Guardian signature:_____ Date:_____

Parent/Guardian name:_____

Sexual Education Permission Form

Mitkof Middle School
109 Charles W. St.
P. O. Box 289
Petersburg, Alaska 99833-0289

Dear Parent/Guardian of an Eighth Grade Student:

Your student is enrolled in our Health Education class at Mitkof Middle School. Health is a required course for all eighth grade students, and the district believes this unit is an important component in the education of our young adults.

One unit of the semester is Healthy Relationships. Topics discussed in the Healthy Relationships unit include building healthy relationships, communication, consent, and dating. A component of that unit is sexual education which includes male and female anatomy, contraceptives, and sexually transmitted infections. The district goal for students is promoting abstinence with an emphasis on skill development including decision-making and refusal skills. To achieve that goal, we may utilize films, activities, speakers, and discussions. Anatomy, abstinence, contraceptives, disease (STI's and STD's), and pregnancy will be covered at the beginning of the unit and will last two days.

While the district requires sexual education to be taught in 8th grade health, you, as the parent or legal guardian, have the right to excuse your student. If you **do not** wish for your child to be a part of the sexual education lessons, you may submit a request in writing, indicating you do not wish for your child to participate in it, and they will be given an alternative assignment. **Written or emailed requests must be received by _____.** Please email me or return this letter with a written request to excuse your student.

If you would like to see any of the materials that will be used or have any questions, please feel free to contact me directly.

Sincerely,

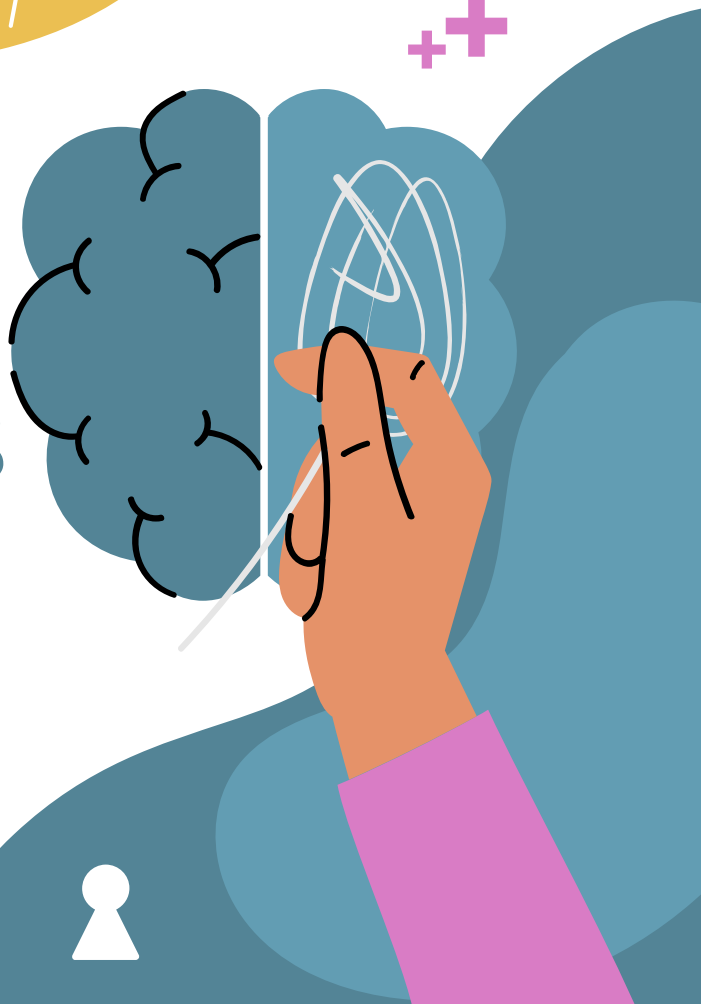
Hannah Smith
Mitkof Middle School
1-877-526-7656
hsmith@pcsd.us

Curriculum Purchases

Middle School

-Updated Digital/Print Michigan Model for Health: Grade 7-8

- Nutrition/Physical Activity-$145
- Alcohol & Other Drugs=$145
- Support Materials $345



High School

Units Covered

- Physical Health
- Mental Health
- Nutrition
- ATOD (Alcohol, Tobacco, other Drugs)
- Healthy Relationships
- Sex Education



HS Parent/Student Communications

Sex Education Letter

Letter to Parents

Sent 2 weeks prior to Unit

Syllabus

Health Syllabus

Sent first day of the Course

Health Contract

Health Contract

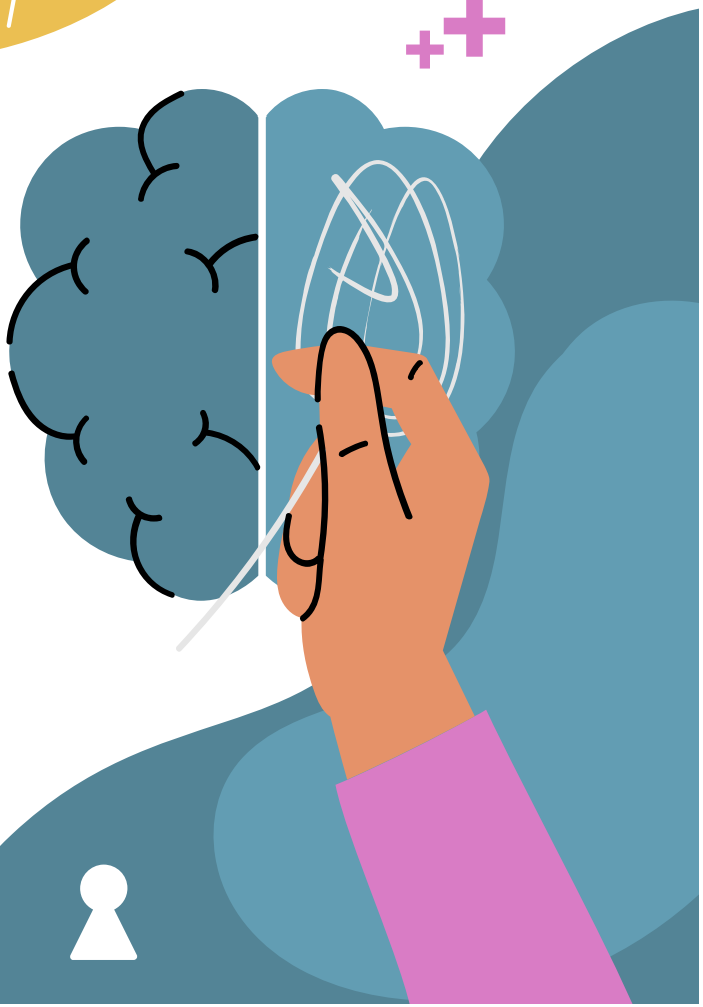
Sent first day of the Course

Curriculum Purchases

High School

Updated Digital/Print Michigan Model for Health

- Grades 9-12 Sex Education & HIV Prevention ($228)
- Grades 9-12 Skills for Health & Life ($275)
- Support Materials ($100)




Questions?

Petersburg High School Health Curriculum (1 semester)

Unit 1	Topic	Alaska State Health Content Standards	Learning Objective	Activity
Physical Health	Body systems Disease prevention personal hygiene Physical fitness Sleep	A 1, 2, 3, 5, 6, 8 C 1, 4, 5 D 2	Students will understand how to keep their; Nervous, Immune, cardiovascular, muscular and, skeletal healthy. Students will understand the importance of sleep/rest. Students will understand the consequences of not getting enough sleep. Students will understand how to create an optimal environment for sleeping. Students will understand ways to improve sleep. Students will understand the importance of keeping their cardiovascular system healthy students will understand the optimal heart rate range for themselves. Students will understand how to prevent sicknesses and disease. Students will understand a variety of non-communicable and contagious diseases and how to avoid them. Students will understand the benefits of good personal hygiene. Students will understand why being physically active is important for a healthy lifestyle.	In class notes physical fitness plan target heart rate creating a nervous system health plan Creating a cardio vascular fitness plan Sleep worksheet

			Students will understand how to create a physical fitness plan Students will understand a Varity of ways of keeping with a physical fitness plan	

Unit 2	Topic	Alaska State Health Content Standards	Learning Objective	Activity
Nutrition	Nutrition body weight management Body image Eating disorders	A 1, 2, 3, 4, 5, 6, 8 B 2, 3, 4, 5 C 1, 3, 4, 5, 6 D 1, 2, 4,	Students will understand basic nutrition Students will be able to read food labels Students will be able to track and analyze their own diets. Students will be able to design a healthy diet for their families. Students will understand the importance of a healthy balanced diet. Students will understand how to improve their own body images. Students will understand a variety of different eating disorders and how to get help for themselves or a friend or family member. Students will understand how to manage their body weights. Students will understand the benefits of having a healthy body weight.	In class notes body image improvement worksheet. Diet tracker Meal plan for family vitamins and minerals worksheet. weight management eating disorders posters

Unit 3	Topic	Alaska State Health Content Standards	Learning Objective	
Drugs and alcohol	Tobacco Drugs Alcohol	A 1, 2, 3, 4, 5, 6 B 5, 6 C 1, 2, 3, 4, 5, 6 D 1, 2, 3, 4,	Students will be able to identify the harmful effects of using tobacco Students will be able to use refusal skill when offered tobacco products. Students will understand the social and financial side effects of using tobacco Students will be able to identify the harmful effects of using drugs Students will understand the correct ways of using prescription and over the counter medicines. Students will understand the impact of drugs on the society. Students will understand the effect drugs take on the neuropathways of the brain. Students will be able to use refusal skills when dealing with drugs and drug use. Students will understand the social and financial side effects of drug use. Students will understand the potential harmful side effects of alcohol use. Students will understand how alcohol inhibits judgment Students will understand alcohols effect on the nervous system.	In class notes Tobaccos effect on the body Mouse party drugs effect on the body Drugs poster Alcohols effects on the brain Blood alcohol levels Drunk driving letter Drinking and driving poem

			Students will be able to demonstrate refusal skills when offered alcohol Students will understand the potential social and financial side effects of using alcohol Students will understand the potential consequences of drinking and driving	

Unit 4	Topic	Alaska State Health Content Standards	Learning Objective	
Mental Health	Mental health Stress management Mental disorders Suicide prevention Determining Identity	A 1, 2, 3, 4, 5, B 1, 2, 3, 4, 5, 6 C 1, 2, 3, 5, 6 D 1, 2, 6	Students will understand stress management skills Students will be able to identify their emotions Students will be able to manage their emotions Students will understand a variety of mental health disorders Students will be able to identify ways of seeking help for mental disorders. Students will understand stress effect on the body. Students will be able to identify qualities of someone with high self-esteem and low self-esteem Students will be able to demonstrate ways of improving self-esteem	In class notes Mental illness worksheet. Photo collage of identity High self-esteem worksheet Red flags of suicide. benefits of stress

			Students will understand the warning signs of suicide Students will be able to demonstrate what to do if they think someone they know is considering Suicide Students will be able to demonstrate ways of seeking help for people considering suicide. Students will be able to identify things in their lives they value. Student will be able to understand what aspects of their lives their identity lies in.	

Using the Michigan Model for Health for Unit 5

Unit 5	Topic	Standard	Learning Objective	
Social health: Violence Prevention: Managing Conflicts and Preventing Violence	Peace Is Possible	B5 C5 C1~6, B1...	Examine facts and opinions about conflicts and violence. Discuss the meaning of conflict. Examine how conflicts relate to violence. Discuss how managing conflicts can prevent violence. Identify typical adolescent conflicts.	Assess-ment

Violence Prevention: (Continued)	Violence Has a price Tag	C4,5,6, D3,4	Examine the effects of violence on individuals, families, communities, and our nation.

Unit 5	Topic	Standard	Learning Objective	

Violence Prevention: (Continued)	The Rocket's Stage One-Lift Off or Abort the Mission- Part 1	B5, C4 A3 A1 C1,3,5,6	Evaluate the impact of media on the increase of violence. Examine how thoughts and emotions lead to behavior. Determine what thoughts might lead to violence. Practice how to think differently about a situation in order to be able to resolve a conflict.	Assess-ment

Unit 5	Topic	Standard	Learning Objective	
Violence Prevention: (Continued)	The Rocket's Stage One-Lift Off or Abort the Mission, Part 2	C1~6 C13 A1,5 C2	Describe how the use of anger management skills can prevent conflicts from escalating. Identify the three steps for managing anger constructively. Develop a personal anger management plan. Describe the benefits of listening and being listened to during a conflict.	Assess-ment

Unit 5	Topic	Standard	Learning Objective
Violence Prevention: (Continued)	Other Ways to Ground the Rocket of Violence	A1 B1	Demonstrate how to express emotions constructively. Practice how to respond constructively to the anger of others.

Unit 5	Topic	Standard	Learning Objective
Violence Prevention:	Helping Others Stop Igniting	C1~5	Demonstrate the skill of negotiation.

(Continued)		B5 B1,5	Summarize the skills needed to resolve conflicts. Analyze situations to determine whether or not the described behaviors would resolve conflicts.

Unit 5	Topic	Standard	Learning Objective
Violence Prevention: (Continued)	Resolving Conflicts Peacefully	C1~6, B2 B5	Demonstrated conflict resolution skills: managing anger, listening, showing empathy, expressing emotions constructively, responding constructively to the anger of others, negotiation. Describe the role of a mediator in a conflict.

Unit 5	Topic	Standard	Learning Objective	
Violence Prevention: (Continued)	Stage Two-Stop the Escalation, Part I	B5 A5 B2 B6	Describe the characteristics of a conflict which must be managed rather than resolved. Describe how to reduce the intensity of the conflict so that resolution is a possibility. Summarize strategies to use to stop the escalation of a conflict. Examine the role of friends and other peers in the escalation of conflicts and the promotion of violence.	Assess-ment written test

Unit 5	Topic	Standard	Learning Objective
Violence Prevention: (Continued)	Stage Two-Stop the Escalation, Part II	D1	Practice using the skills and strategies needed to reduce the intensity of a conflict so that resolution is a possibility.

		C4~6	Analyze the thoughts and beliefs held by someone who chooses to manage conflicts rather than fight.

Unit 5	Topic	Standard	Learning Objective	
Violence Prevention: (Continued)	Stage Three- Protect Yourself Always	B5	Describe the characteristics of a violent situation.	
		B1	Describe what to do to stay safe in a violent situation.	
		B1,3	Describe what to do to help others stay safe in a violent situation.	
		B1~6	Identify strategies to avoid dangerous situations, including conflicts involving weapons and gangs.	quiz

Unit 5	Topic	Standard	Learning Objective	
Violence Prevention: (Continued)	Sexual Harassment	A7,8	Summarize the definition of sexual harassment and describe its impact.	
		B1,B5	Know the laws dealing with sexual harassment.	Assess-ment
		B5	Recognize sexually harassing behaviors.	
		B1	Evaluate the skills and strategies for avoiding and dealing with sexual harassment.	Assess-ment

Unit 5	Topic	Standard	Learning Objective	
Violence Prevention: (Continued)	Abusive Relationships- Part I	C5, D3,4	Identify the beliefs society promotes regarding desired characteristics and expectations for males and females and how	

		B5 A1, C3~6	these beliefs impact behavior in relationships. Describe the characteristics of an abusive relationship. Examine the warning signs of an abusive relationship.	Assess-ment

Unit 5	Topic	Standard	Learning Objective
Violence Prevention: (Continued)	Abusive Relationships-Part II	C5,6 B2 D1,C5	Examine the reasons people stay in abusive relationships. Summarize skills and strategies to be used to deal with an abusive relationship. Apply skills and strategies to be used to deal with an abusive relationship.

Unit 5	Topic	Standard	Learning Objective	
Violence Prevention: (Continued)	Helping Others Who Are in Violent Situations	B5, C5 C5 D3, C5,6 B3~6	Question the unspoken rule of not telling on others or reporting dangerous situations. Examine the necessity of communicating life-threatening situations to the authorities. Identify ways to inform authorities about dangerous situations without fear of retaliation. Examine the responsibility they have for the safety of friends and family.	Assess-ment

Unit 5	Topic	Standard	Learning Objective
Violence Prevention:			

(Continued)	Peace is Possible	B1~6, C1~6...	Examine the beliefs and actions of people who advocate for peace. Examine their personal beliefs and actions regarding peace and violence. Commit to taking action to promote peace in their environment Question the unspoken rule of not telling on others or reporting dangerous situations. Examine the necessity of communicating life-threatening situations to the authorities. Identify ways to inform authorities about dangerous situations without fear of retaliation. Examine the responsibility they have for the safety of friends and family.

Unit 5	Topic	Standard	Learning Objective
Healthy and Responsible Relationships:	Friendship First	A1,7, B6...	Describe guidelines for class discussions that promote a safe, productive learning environment. Describe criteria for selecting peers to be friends or potential romantic partners. Identify infatuation as a normal phase during which decision-making is impaired. List ways to make good choices while getting to know people.

Unit 5	Topic	Standard	Learning Objective	

Sex and Teenagers: (Continued	Relationships and Responsibility	A1~7, B1~6...	State that having a healthy, responsible relationship as a couple means avoiding possible physical, emotional, economic, and legal consequences of sex, including pregnancy, HIV, and other STIs. Explore how stereotypes and peer influence can impact sexual decision making. Describe different ways of communicating caring, love, and respect, without sexual intercourse. Explain the importance of making decisions regarding personal sexual limits. Explain the importance of communicating personal sexual limits and values in relationships. Clarify the benefits of abstaining from sex or ceasing sex if sexually active.	Asses-ment Asses-ment

Unit 5	Topic	Standard	Learning Objective	
Sex and Teenagers: (Continued)	Building Healthy Relationships	A1,7 A7,B1~6, C1~6...	Define the terms “love,” “infatuation,” “sex,” “sexuality,” “sexual activity,” “abstinence,” and “sexual intercourse.” Describe ways to develop healthy relationships with friends and family members, and healthy dating relationships. Talk with parents and/or other trusted adults about relationships and sexual issues.	Asses-ment

Unit 5	Topic	Standard	Learning Objective	
Sex and Teenagers:			Discuss why teens sometimes confuse love, sex, and intimacy.	

(Continued)	The Many Facets of Intimacy	A1,7,8, C1~6...	Discuss characteristics of intimate relationships, both friendships and romantic relationships. Identify honesty and safety as key ingredients in a healthy relationship. Analyze the impact of sexual intercourse on building intimacy in relationships and the benefits of abstaining from sex. Describe ways to develop intimacy in four domains. Identify and select things to do to build true intimacy without having sexual intercourse.	Asses-ment

Unit 5	Topic	Standard	Learning Objective	
Sex and Teenagers: (Continued)	Let's Hear the Facts	A1,3,7, B1,5,6...	List the most prevalent and serious sexually transmitted infections. Summarize the symptoms, modes of transmission, consequences, and how to prevent transmission of six sexually transmitted infections: HIV, chlamydia, gonorrhea, genital warts, herpes, and syphilis. Identify sexually transmitted infections as a possibility of sex that can be prevented by abstinence. Note: These Slideshows may contain graphic material. STD Presentation Birth Control Presentation Dating and Sex Ed Presentation	Asses-ment

Unit 5	Topic	Standard	Learning Objective
Sex and Teenagers: (Continued)	More About STIs	A1,3,7...	Examine answers to questions regarding sexually transmitted infections. Summarize facts about sexually transmitted infections. Illustrate how sexually transmitted infections spread in a progressive manner. Conclude that abstinence and lifetime monogamy are the most effective ways to prevent sexually transmitted infections.

Unit 5	Topic	Standard	Learning Objective
Sex and Teenagers: (Continued)	The Stakes Are High	A1,3,7, B1~6...	Recognize teens' vulnerability to HIV infection. Summarize the physical, social, and emotional impacts of HIV infection and AIDS on teens and society. Summarize the impact of HIV infection and AIDS on friends, family, and future dreams. Identify reputable sources of information. Demonstrate how to contact resources appropriately. Assess personal perception of risk for HIV infection and other STIs. Identify abstinence from sex as the most effective way to prevent infection.

Unit 5	Topic	Standard	Learning Objective	
Sex and Teenagers: (Continued)	Know the Risks!	A1,7, B1~6...	Review the terms "sex," "sexuality," "sexual activity," "abstinence," "consent",and "sexual intercourse." Categorize different behaviors according to level of risk for transmission of HIV and other STIs. Establish personal limits for personal behavior.	Asses-ment

Unit 5	Topic	Standard	Learning Objective
Sex and Teenagers: (Continued)	Examining Influences, Including the Law	A6,7 B1~6, C2~6...	Examine influences that encourage and/or discourage risky behaviors. Identify the law as an important influence in making decisions regarding relationships, abstinence, and sex. Identify the legal age of consent and consequences of underage sex. Discuss the benefits of laws that regulate the age of consent for sex.

Unit 5	Topic	Standard	Learning Objective
Sex and Teenagers:			Summarize the benefits of discussing decisions about sex and potential consequences with parents, family

(Continued)	When Talking Is Tough	A3,5, B1,5, D1~4...	members, other trusted adults, peers, sexual partners, and medical professionals. Explain why STIs, HIV infection, AIDS, and related subjects are difficult to discuss. Demonstrate use of skills for communicating with parents, family members, other trusted adults, peers, sexual partners, and medical professionals.

Unit 5	Topic	Standard	Learning Objective	
Sex and Teenagers: (Continued)	Know Your Limits and Avoid the Risks	A7, B1,5...	State that the majority of students in ninth and tenth grades are not having sexual intercourse. Describe possible legal consequences of sex. Identify and predict situations that could result in pregnancy or transmission of HIV or other STIs. Identify ways to avoid risky situations and behaviors. Demonstrate methods of controlling personal behavior to avoid situations that could result in pregnancy or transmission of HIV or other STIs.	Asses-ment

Unit 5	Topic	Standard	Learning Objective
Sex and Teenagers: (Continued)	Exerting Positive Influence	B1~6, D1~6...	Describe reasons different influences affect how people behave and why people follow the law. Describe ways to be a positive influence on peers. Practice ways to influence peers to choose behaviors that are not risky.

Unit 5	Topic	Standard	Learning Objective
Sex and Teenagers: (Continued)	Escape the Risks by Setting Limits and Using Refusal Skills	A1~3,7, B1~6...	Identify ways to escape situations that could result in pregnancy or transmission of HIV and other STIs. Demonstrate effective limit-setting and refusal skills to escape situations that could result in pregnancy or transmission of HIV and other STIs.

Unit 5	Topic	Standard	Learning Objective
Sex and Teenagers: (Continued)	The Cost of Pregnancy and Teen Parenting	A5~8, B1,3~6, C5,6, D1...	Evaluate the economic costs of pregnancy and teen parenting. Predict the social and emotional impact pregnancy and teen parenting would have on personal lifestyle. Identify adoption as an option for teen parents who decide they are not ready for parenting. Identify Safe Delivery as an alternative to infant abandonment for teen parents. Conclude that pregnancy can be fully prevented by abstaining from sex.

Unit 5	Topic	Standard	Learning Objective	
Sex and Teenagers: (Continued)	Reducing the Risks: Condom Use	A1~3,7, B5, C4,5...	Review behaviors that are high risk for pregnancy or transmission of infection. Review the possible legal consequences of sex and how abstinence can fully prevent pregnancy and STIs. Identify ways to reduce the risks for pregnancy and STIs. Identify barriers to condom use and reasons people give for not using condoms. Suggest ways to reduce the barriers to condom use and refute the reasons for not using condoms. Apply steps for correct condom use as a risk reduction strategy.	Asses-Ment Asses-Ment

Unit 5	Topic	Standard	Learning Objective	

Sex and Teenagers: (Continued)	Reducing the Risks: How to Prevent Pregnancy (Part 1)	A1,5~8, C4,5, D2...	The students will: List reasons to postpone and/or prevent pregnancy. Describe parents' responsibilities to children born in and out of wedlock. Identify current contraceptive methods to reduce risk of pregnancy.	Asses-ment Asses-ment Asses-ment

Unit 5	Topic	Standard	Learning Objective	
Sex and Teenagers: (Continued)	Reducing the Risks: How to Prevent Pregnancy (Part 2)	A7,8, B5...	Identify places to access contraceptive information, products, and services. Compare and contrast the pros and cons of current contraceptive methods. Identify what method of preventing pregnancy, including abstinence, might work best for individual circumstances now and in the future.	Asses-ment

Unit 5	Topic	Standard	Learning Objective
Sex and Teenagers: (Continued)	Responding to Pressure	A4, B5,6 C1,2...	Demonstrate effective use of limit-setting and refusal skills with partners who resist using condoms and other contraceptive methods (abstinence-based). Demonstrate effective use of limit-setting and refusal skills with partners pressuring to have sex (abstinence-only).

Unit 5	Topic		Standard	Learning Objective	
Sex and Teenagers: (Continued)	Testing: Who, Why, and How			Summarize the advantages of early diagnosis of pregnancy, and early detection and treatment of STIs.	Asses-ment

			A1,3, B2,6...	Summarize the procedures used for testing for pregnancy and STIs. Practice communicating with a peer who might need to be tested for pregnancy and STIs.	Asses-men
Unit 5	Topic	Standard		Learning Objective	
Sex and Teenagers: (Continued)	Looking to the Future	A1,6~8, B1,2,5, C5,D2...		Distinguish between wishing or dreaming and personal goal-setting. Describe the steps in goal setting. Identify personal goals. Practice making a plan to reach personal goals. Predict the impact of unintended pregnancy, HIV infection, AIDS, and other STIs on goal achievement. Conclude that abstinence from sex and drugs are the most effective ways to avoid unintended pregnancy and infection with HIV or other STIs.	Asses-ment

Unit 5	Topic	Standard	Learning Objective
Sex and Teenagers: (Continued)	Sharing Our Knowledge and Skills– Part 1	A1,3,5,7, B1,4,5, C4,5, D2,6...	Decide what information and/or skills are critical to share with others to help them avoid pregnancy, HIV, and sexually transmitted infections. Prepare a project to motivate others to be informed about, and protect themselves and their partners from, pregnancy and STIs.

Unit 5	Topic	Standard	Learning Objective	
Sex and Teenagers: (Continued)	Sharing Our Knowledge and Skills– Part 2	D1,2,6	Execute projects to motivate others to be informed about abstinence and how to protect themselves and others from pregnancy and STIs.	Asses-ment

Erin's Law- Sexual Abuse and Assault Awareness and Prevention Training for grades 6-8

Objectives	**Safer, Smarter Teens- Personal Power, Middle School Curriculum** (SST) And **Middle School Educators Tool Kit from Loveisrespect.org** (LIR) And **Common Sense Media from commonsensemedia.org** And **Safe Dates**	**6**	**7**	**8**
Explain why individuals have the right to refuse any sexual contact or activity.	SST Lesson 1- Self-Esteem and Personal Power LIR- Consent	During 6th grade health	During 7th grade elective	During 8th grade health
Recognize techniques that are used to coerce or pressure someone to engage in sexual activity.	SST Lesson 3- Grooming & Boundaries SST Lesson 4- A.C.T.: Abuse, Disclosure, and Getting Help	During 6th grade health	During 7th grade elective	During 8th grade health
Explain that acquaintance rape and sexual assault are illegal.	LIR- Consent	During 6th grade health	During 7th grade elective	During 8th grade health
Explain that rape and sexual assault should be reported to a trusted adult and not kept secret.	SST Lesson 3- Grooming & Boundaries SST Lesson 4- A.C.T.: Abuse, Disclosure, and Getting Help SST Lesson 6- S.A.F.E.: It's OK to Tell	During 6th grade health	During 7th grade elective	During 8th grade health
Explain the negative consequences of sexually explicit pictures or messages sent by email or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, email, texting, websites, phone and tablet applications).	SST Lesson 5- Isolation: Staying Safe in the Virtual World (in Google Class for 7th grade) Common Sense Media- Over-Exposed (in 8th grade Digital Literacy Class) Cyberbulling Unit (in 8th grade Digital Literacy Class)	During 6th grade health and Computer Literacy	During 7th grade Computer Science	During 8th grade Digital Lit
Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, email, texting, websites, phone and tablet applications) to protect the sexual health of oneself and others.	SST Lesson 5- Isolation: Staying Safe in the Virtual World (in Google Class for 7th grade) Common Sense Media- Internet Safety and Privacy (in 8th grade Digital Literacy Class)	During 6th grade health and Computer Literacy	During 7th grade Computer Science	During 8th grade Digital Lit

Updated 2018

Bree's Law- Dating Violence and Abuse Awareness Training and Prevention for grades 7-8

Objectives	**Safer, Smarter Teens- Personal Power, Middle School Curriculum** And **Middle School Educators Tool Kit from Loveisrespect.org (LIR)** And **StandUpSpeakUpAlaska.org** And **Safe Dates**	**7**	**8**
Describe characteristics of healthy relationships, including healthy dating relationships.	StandUpSpeakUpAlaska.org- Relationship Basics LIR- Dating Basics, What Should I Look For In A Partner?		8th grade health class Healthy Relationships Unit
Explain why it is each individual's responsibility to verify that all sexual contact is consensual.	SST Lesson 1-Self-Esteem & Personal Power LIR- Consent		8th grade health class
Describe how power and control differences in relationships can contribute to aggression and violence.	SST Lesson 2- Balance of Power		8th grade health class
Describe the warning signs of dating violence and abusive behavior.	SST Lesson 2- Fitting In & Acceptance SST Lesson 4- A.C.T.: Abuse, Disclosure, and Getting Help		8th grade health class
Analyze techniques that are used to coerce or pressure someone to engage in dating violence or abusive behavior.	SST Lesson 3- Grooming & Boundaries		8th grade health class
Demonstrate resistance skills for responding to pressure situations.	SST Lesson 2- Fitting In & Acceptance LIR- Communicating Effectively		8th grade health class
Access valid and reliable dating violence prevention, information from home, school	SST Lesson 3- Grooming & Boundaries SST Lesson 4-A.C.T.: Abuse, Disclosure,		8th grade health class

or community.	and Getting Help SST Lesson 6- S.A.F.E: It's OK to Tell LIR- Teen Safety Cards StandUpSpeakUpAlaska.org PetersburgWAVE.org		
Locate valid and reliable domestic violence and sexual assault prevention or intervention services.	SST Lesson 3- Grooming & Boundaries SST Lesson 4-A.C.T.: Abuse, Disclosure, and Getting Help SST Lesson 6- S.A.F.E: It's OK to Tell		8th grade health class
Demonstrate how to effectively ask for assistance to prevent and stop dating violence and abuse.	SST Lesson 2- Fitting In & Acceptance LIR- Communicating Effectively LIR- Resolving Conflict LIR- Stepping In		8th grade health class
Collaborate with others to advocate for safe, respectful, and responsible relationships.	SST Lesson 2- Fitting In & Acceptance SST Lesson 4-A.C.T.: Abuse, Disclosure, and Getting Help SST Lesson 6- S.A.F.E: It's OK to Tell LIR- Stepping In LIR- How To Help		8th grade health class
Explain the importance of talking with parents and/or other trusted adults about issues related to relationships, growth and development, and sexual health.	SST Lesson 3- Grooming & Boundaries SST Lesson 4-A.C.T.: Abuse, Disclosure, and Getting Help SST Lesson 6- S.A.F.E: It's OK to Tell		8th grade health class

Alaska Safe Children's Act 9-12
Sexual Abuse and Assault Awareness and Prevention Training

Objectives	Curriculum	9th grade	10th grade	11th grade	12th grade
Summarize why individuals have the right to refuse any sexual contact or activity.	Safer smarter teens ● Lesson 4 Michigan Model for Health (Healthy responsible relationship) ● Lesson 2 ● Lesson 10 ● Lesson 11 ● Lesson 12	Taught during 9th grade health Healthy relationships unit		Taught during advisory period SST Lesson 4	
Explain why it is an individual's responsibility to verify that all sexual contact is consensual.	Safer smarter teens ● Lesson 4 W.A.V.E. presentation Michigan Model for Health (Healthy responsible relationship) ● Lesson 2 ● Lesson 10 ● Lesson 11 ● Lesson 12	Taught during 9th grade health Healthy relationships unit		Taught during advisory period SST Lesson 4	
Explain that sexual contact with someone that is intoxicated or unable to refuse is sexual assault.	W.A.V.E. presentation	Taught during 9th grade health Healthy relationships unit			

Explain why a person who has been sexually assaulted or raped is not at fault.	Safer smarter teens ● Lesson 3 W.A.V.E presentation	Taught during 9th grade health Healthy relationships unit		Taught during advisory period SST Lesson 3	
Explain why it is wrong to trick, threaten, or coerce another person into engaging in sexual activities.	Safer smarter teens ● Lesson 3 ● Lesson 4 Michigan Model for Health (Healthy responsible relationship) ● Lesson 2 ● Lesson 11	Taught during 9th grade health Healthy relationships unit		Taught during advisory period SST Lesson 3&4	
Analyze techniques that are used to coerce or pressure someone to engage in sexual activities.	Safer smarter teens ● Lesson 3 ● Lesson 4 Michigan Model for Health (Healthy responsible relationship) ● Lesson 2 ● Lesson 11	Taught during 9th grade health Healthy relationships unit		Taught during advisory period SST Lesson 3&4	
Explain why rape and sexual assault should be reported to a trusted adult.	Safer smarter teens ● Lesson 3 W.A.V.E presentation	Taught during 9th grade health Healthy relationships unit		Taught during advisory period SST Lesson 3	
Describe federal, state, and local laws intended to prevent sexual	Michigan Model for Health (Healthy responsible	Taught during 9th			

violence related to sexual abuse of a minor.	relationship) ● Lesson 9 W.A.V.E. Presentation	grade health Healthy relationships unit			
Evaluate the negative consequences of sexually explicit pictures or messages sent by email or cell phone or posting sexually explicit pictures on social media sites.	Safer smarter teens ● Lesson 3 Safer smarter teens ● Lesson 4	Taught during 9th grade health Healthy relationships unit		Taught during advisory period SST Lesson 4	

Curriculum Map for Dating Violence 9-12th Grade (Bree's Law)

Unit	Objectives	Curriculum
Dating violence and abuse awareness training and prevention 9-12	Summarize the qualities of healthy dating relationship. Taught in 9th Grade Health Health Relationships unit	Michigan Model for Health (Healthy responsable relationship) ● Lesson 1 ● Lesson 2 ● Lesson 3 ● Lesson 4 ● Lesson 5 Safer Smarter teens ● Lesson 2 ● Lesson 3 Michigan Model for health (managing conflicts and preventing violence) ● Lesson 14
	Analyze how power and control differs in relationships (peer, dating, or family relationships) can contribute to aggression and violence.	Michigan Model for Health (managing conflicts and preventing violence) ● Lesson 13 ● Lesson 14 Michigan Model for Health (Healthy responsable relationship) ● Lesson 1 Safer smarter teens ● Lesson 2 ● Lesson 3
	Analyze the legal, psychological and social consequences of dating violence to perpetrators, victims, and bystanders.	Michigan Model for Health (managing conflicts and preventing violence) ● Lesson 12 ● Lesson 13 Safer smarter teens

		● Lesson 3
	Explain how bystanders can help prevent dating violence by safely intervening and/or reporting dangerous situations or actions to a trusted adult or specific agency.	Michigan Model for Health (managing conflicts and preventing violence) ● Lesson 15 Safer smarter teens ● Lesson 3 ● Lesson 5
	Determine when professional violence prevention or intervention services may be required.	Michigan Model for Health (managing conflicts and preventing violence) ● Lesson 13 Safer smarter teens ● Lesson 3
	Locate and use resources or services that provide valid and reliable violence prevention information or intervention services.	W.A.V.E. Presentation Michigan Model for Health (managing conflicts and preventing violence) ● Lesson 13
	Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the safety of oneself and others.	Safer smarter teens ● Lesson 3 ● Lesson 4
	Analyze how some multiple influences affect the likelihood of engaging in violent behaviors.	Safer smarter teens ● Lesson 3 ● Lesson 4
	Summarize the importance of talking with	Safer smarter teens

	parents and/or other trusted adults about issues related to relationships, growth and development and sexual health.	● Lesson 5 Michigan Model for Health (Healthy responsable relationship) ● Lesson 3 ● Lesson 10

4th/5th Grade: Puberty/Hygiene Lessons

The objectives are designed to help boys and girls:

- Understand the physical and emotional changes they experience during puberty, and acknowledge these changes as a normal part of growth and development.
- Understand that personal hygiene is each individual's responsibility.

Due to physical differences of the human body, boys and girls will be separated during this instruction. The students' instructors will be of the same gender, as well.

Girls' Lesson Outline:

- What is Puberty?
    - At what age do girls start puberty?
    - What are the signs of puberty?
- What to expect during puberty:
    - Get a little stinky
        - Importance of bathing/showering regularly, deodorant option, washing hair, feet, private areas, and armpits
        - BrainPop Video on Personal Hygiene
    - Acne/pimples
        - Wash your face, don't pick at them
    - Period
        - Basic anatomy including ovaries, fallopian tubes, and egg
        - Physical symptoms (crampings, fatigue, back pain, etc.)
        - Feminine Hygiene Options:
            - Pads
            - Period Underwear
            - Tampons
            - Menstrual Cups
        - What to do if you get/have your period at school
        - Swimming
            - It is expected that you will still swim on your period, you do not have to wear a tampon to do so
    - Grow taller and gain weight
    - Breasts develop
    - Grow hair in new places
    - Emotional Changes
        - Moody-more noticeable ups and downs
- Always Changing and Growing Up video for Girls
- Discussions, Questions

Link to Slideshow

Boys' Lesson Outline:(more emphasis on hygiene in 4th grade)

- What is puberty?
    - When does it happen?
    - Hormones-Testosterone
    - Overview of changes that happen during puberty:
        - Grow Taller
        - Develop Muscles
        - Hair in New Places
        - Skin Texture
        - Sweat and Stink
        - Voice
        - Private Parts
        - New Emotions
- Hygiene
    - Regular Bathing
    - Deodorant
    - Wash Private Areas
    - Wash Hair
    - Wash Face

BrainPop Video on Personal Hygiene

- Always Changing and Growing Up video for Boys
- Discussions, Questions



Rae C. Stedman Elementary School

P.O. Box 289
303 Dolphin Street
Petersburg, AK 99833
877-526-7656

Principal, Heather Conn

April 22, 2019

Dear Parent or Guardian:

The fourth and fifth grade classes will be having an important lesson on the early stages of puberty, which many students their age are experiencing.

We will be using the school board approved health curriculum to teach these topics. The objectives are designed to help boys and girls:

- Understand the physical and emotional changes they experience during puberty, and acknowledge these changes as a normal part of growth and development.
- Understand that personal hygiene is each individual's responsibility.

Due to physical differences of the human body, boys and girls will be separated during this instruction. The students' instructors will be of the same gender, as well.

As this is a school board approved curriculum we only need you to sign and return the bottom portion of this letter, if you choose to opt your son/daughter out of the lesson. If you have questions, please call Rachel Etcher, the school counselor.

The lessons will be presented on May 10, 2019.

Sincerely,

Heather Conn
Principal

My child **<u>may not</u>** participate in the lesson on puberty and hygiene on May 10, 2019.

Child's Name: _____

Parent's Signature: _____

Rae C. Stedman Elementary School

P.O. Box 289
303 Dolphin Street
Petersburg, AK 99833
877-526-7656

Principal, Heather Conn

April 12, 2019

Dear Parent or Guardian:

During the week of April 29th, we will be presenting "personal safety" to all students. Rikki McKay from WAVE will be presenting along with our school counselor, Rachel Etcher. Our students will learn about safe and appropriate contact, how to say "No," and who to talk to if they have a problem.

As a school, we support this program for our students. If you have any questions or would like to attend, please contact Rachel Etcher (retcher@pcsd.us).

If you would like your child to be excused from the program, please sign the request below and return it to the school no later than Friday, April 26, 2019.

Sincerely,

Heather Conn
Principal

My child **may not** participate in Stedman Elementary's "Personal Safety" presentations during the week of April 29, 2019.

Child's Name: _____

Parent's Signature: _____

Working Against Violence for Everyone

Personal Body Safety and Healthy Relationship Lessons

Introduction

In compliance with the The Alaska Safe Children's Act, personal safety (Erin's Law) lessons will be taught to all students in kindergarten through 12th grade, and healthy relationship (Bree's Law) lessons will be taught to all students in 7th through 12th grades.

WAVE will support the Petersburg School District to deliver personal safety lessons to students in Kindergarten through 5th grade, as well as combined personal safety and healthy relationship lessons to students in 6th through 9th grades.

Erin's Law	Bree's Law
AS 14.30.355 Sexual Abuse & Sexual Assault Awareness & Prevention *The governing body of each school district shall adopt and implement a policy, establish a training program for employees and students, and provide parent notices relating to sexual abuse and sexual assault awareness and prevention for students enrolled in grades kindergarten through 12.* ***The policy, training, and notices adopted under this section must include:*** ● *Age-appropriate information* ● *Warning signs of sexual abuse of a child* ● *Referral and resources information* ● *Methods for increasing teacher, student and parent awareness of issues regarding sexual abuse of children* ● *Actions that a child may take to prevent and report sexual assault* ● *A procedure allowing a student to be excused from participating in training or from receiving notices under this section at the written request of a parent or guardian of the student, or of the student if the student is emancipated or 18 years of age or older.*	***AS 14.30.356 Teen dating violence and abuse awareness and prevention program; training and notices*** *- The department, in consultation with school districts, shall develop and approve a program relating to teen dating violence and abuse awareness and prevention for grades seven through 12.* ***The training, notices, and instructions adopted under this section must include:*** ● *Age-appropriate information* ● *Warning signs of dating violence and abusive behavior* ● *Characteristics of healthy relationships* ● *Measures to prevent and stop dating violence and abuse* ● *Community resources available to victims of dating violence and abuse* ● *A procedure allowing a student to be excused from participating in training or from receiving notices under this section at the written request of a parent or guardian of the student, or of the student if the student is emancipated or 18 years of age or older.*

Kindergarten through 5th Grade Lessons

In partnership with the School Nurse, WAVE will support the Petersburg School District to deliver personal safety lessons to students in Kindergarten through 5th grade. One 45-minute lesson will be taught to each class.

The goal of the lessons is to equip students with information that will empower them to 1) recognize and avoid potential abusive interactions, 2) report past or current abuse to stop it from recurring, and 3) build a network of safe adults that they can report. While the onus should never be on children to protect themselves from abuse, teaching children about body safety can lead to early intervention if there's abuse happening to a child. Children who are taught Erin's Law are more likely to report abuse to a trusted adult.

With each grade level, information shared will increase in nuance and detail to ensure that lessons are age-appropriate.

Learning Objectives: Students will be able to:

1) Distinguish between safe and unsafe touch as well as safe and unsafe non-touch behaviors.
2) Understand that they have the right to tell others not to touch their body.
3) Understand that it is not a child's fault if someone abuses them.
4) Demonstrate refusal skills, including firmly saying "no" and getting away to avoid or reduce the risk of sexual abuse or assault.
5) Explain that unsafe touches and behaviors should be reported to a trusted adult and not kept secret.
6) Identify five adults who they can approach to report potential abuse.

Grade	Resources	Messages
Kinder-garten	Book: Miles is the Boss of His Body by Samantha Kurtzman-Counter, Illustrated by Valentina Ventimiglia **OR** **Presentation:** PCSD Personal Safety Lesson	**CORE MESSAGES:** ● **Unwanted Touch** is any touch that we don't want. Each of us is the boss of their body. (Doctors and guardians sometimes have to touch us to keep us safe and healthy.) ● **Safe Touch** makes us feel safe, comforted, and cared for, and respects body boundaries. ● **Unsafe Touch** is a touch or behavior that makes us feel unsafe or uncomfortable. ● **The 'uh-oh' Feeling:** When we are unsafe, our bodies let us know (stomach ache, sweaty palms, heart races, etc.). ● **Rule about touching:** private body parts are private. ● **Secrets versus Surprises** ● What to do if unsafe touch or 'uh-oh' feeling: ● **Say NO.** ● **Get away.** ● **Tell a trusted adult.** ● **Build a safety network:** Choose 3-5 trusted adults we can tell.
First	**Book:** A Terrible Thing Happened by Margaret Holmes **OR** **Presentation:** PCSD Personal Safety Lesson	

Grade	Book / Video	Messages
Second	**Book:** Some Secrets Should Never Be Kept by Jayneen Sanders **OR** **Book:** That Uh-oh Feeling: A Story About Touch by Kathryn Cole, Illustrated by Qin Leng **OR** **Presentation:** PCSD Personal Safety Lesson	**CORE MESSAGES + ADD*:** ● **Unsafe Non-Touch Behaviors:** "It is never okay for someone older than you to: ● Ask you to show them your private parts ● Show you their private parts ● Ask to take a picture of your private parts ● Show you pictures of other people's private parts" ● **Recognizing Coercion:** ● Secrets: Being asked to keep unsafe touches/behaviors a secret ● Threats: "If you tell, you'll get in trouble." ● Gifts: The person might buy you gifts to keep you from telling. ● **It is never a child's fault** if sexual abuse happens. ● **It is never too late to tell.** *Situational narratives increase in complexity with each grade level.
Third	**Book:** Not in Room 204:Breaking by Shannon Riggs and Jaime Zollars **OR** **Book:** The Silence of Abuse by Shannon Riggs, Illustrated by Jaime Zollars **OR** **Presentation:** PCSD Personal Safety Lesson	
Fourth	**Book:** Talk about Touch by Sandy Kleven, LCSW, Illustrations by Patrick Minock **OR** **Presentation:** PCSD Personal Safety	
Fifth	**Presentation:** PCSD Personal Safety **OR** **Video**: Protect Yourself Rules by Fight Child Abuse	